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ABSTRACT

Questionnaires were completed by 691 public school personnel visiting demonstration centers operated by the Illinois gifted program in over 20 school districts. Data indicated that the centers, intended to illustrate innovative educational techniques, were generating a good view and acceptance of the overall nature of their programs, but were not relating to the personal process problems (the political, economic, and psychological realities) of the visitors' situations. Responses to the questionnaires are reviewed; information on the questionnaire is appended. (JD)

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THE ILLINOIS DEMONSTRATION CENTERS

THE VISITORS' VIEW

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October 1969

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THE ILLINOIS DEMONSTRATION CENTERS--THE VISITORS' VIEW

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Supported by

The Department of Program Development for Gifted Children

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

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October 1969

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REPORTS OF THE ILLINOIS GIFTED PROGRAM EVALUATION

Report No. 1: *Policies of the Illinois Plan for Program Development for Gifted Children*, David L. Colton. Center for Educational Field Studies, Washington University, St. Louis, Missouri, August 1968. 125 pages.

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Report No. 6: *Dimensions of the Class Activities Questionnaire*, Joe M. Steele. Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana, Illinois, October 1969. 28 pages

Report No. 7: *The Illinois Demonstration Centers--The Visitors' View*, Thomas Kerins, Ernest R. House, Stephen Lapan, Joe M. Steele. Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana, Illinois, October 1969.

Report No. 8: *Instructional Climate in Illinois Gifted Classes*, Joe M. Steele, Ernest R. House, Stephen Lapan, Thomas Kerins. CIRCE, University of Illinois, Urbana. To be published in November 1969.

ILLINOIS GIFTED PROGRAM EVALUATION

Report No. 7: The Illinois Demonstration Centers--The Visitors' View

SUMMARY

The following statements represent general conclusions for each of the questions listed as chapter headings in this report. While these conclusions hold for demonstration centers as a group, they may not be true for an individual center. Each statement is numbered the same as the appropriate chapter of the text for your convenience in cross-reference.

I. Ideally, the demonstration centers should illustrate innovative techniques in education which visitors observe and then import into their own schools as a result of seeing the activities as relevant and feasible in their own situation.

II. The centers may be generating a good view and acceptance of the overall nature of their programs, but they are not relating to the personal process problems (the political, economic, and psychological realities) of the visitor's situation.

III. The first two reports on demonstration centers have described the content of the centers' presentation to visitors and the visitors' immediate reaction to them. A further study will describe the influence of the demonstration centers in producing change in the visitors' classrooms and schools.

IV. The activities visitors see at centers generally match what the centers claim to be demonstrating. Visitors saw six or more activities being demonstrated at one-third of the centers. The activities seen at most centers are those involving small groups, productive/critical thinking, and special curriculum materials. In addition, independent study and individualized instruction receive a great deal of emphasis.

V. The conditions of the classrooms for observation are excellent. Demonstration teachers and students seem genuinely enthusiastic about their programs, producing a positive reaction in visitors.

VI. Visitors always have the opportunity to talk with demonstration teachers but this is not always the case regarding students. Talking with teachers leads to more knowledge of the demonstration program.

VII. The visitors are well informed about the day's observation but not about the means and requirements for implementing a program.

VIII. In general, visitors do view the demonstrated activities as relevant to their needs and appropriate for the gifted. They see at least some activities which easily fit into their own schools' program and are feasible with regard to personnel and facilities. They are less certain about the availability of funds for the implementation of a program.

IX. Visitors perceive the centers as generally demonstrating activities which they do not have in their schools. They also generally perceive themselves as coming from schools in lower socio-economic settings than the demonstration schools, which may contribute to the attitude that their own schools can't afford the programs.

X. The visitors' value judgments are that the demonstration activities are highly motivating and contain academically valuable subject matter. However, the visitors also believe the activities are not economically feasible nor would they be easy to implement.

XI. Visitors express an extremely positive reaction toward the demonstration centers; the centers are not sending visitors away unhappy. (p. 26-27)

XII. The majority of visitors feel that as a result of their visit they will attempt some change in their home school--either in their own classroom or in the curriculum.

XIII. The visitors do not see themselves committed to the activities as demonstrated as much as they see themselves committed ideally to the educational philosophy behind the demonstration activities.

XIV. Centers primarily offer (and receive requests) to send materials, to make presentations, to assist in in-service training sessions, and to deal with the problems of starting a new program. Twice as many services are offered to administrators as to teachers. However, only one visitor in five requested services of any kind and a variety of evidence suggests that visitors do not perceive the centers as sources for service.

XV. Two questions of critical importance remain to be answered by the next study: (1) What do visitors do as a result of their visit to a demonstration center? (2) How much and what kinds of follow-up services do visitors actually receive?

NOTE: Table 21 on pages 60, 61, and 62 (Appendicies) presents individual summary scores for most questions. However, for a thorough understanding of the results individual sections (I-XV) should be consulted.

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I. WHAT ARE DEMONSTRATION CENTERS SUPPOSED TO BE ACCOMPLISHING?

Ideally, the demonstration centers illustrate innovative techniques in education which visitors observe and then import into their own schools as a result of seeing the activities as relevant and feasible in their own situation.

The Illinois Gifted Program operates a system of demonstration centers throughout the state at various grade levels in over 20 school districts. The purpose of these centers is to induce public school personnel -- classroom teachers, principals, superintendents, etc., -- to visit and observe selected demonstration classes. Demonstration directors at these centers process the visitors by preparing them for the demonstration classes and by dispensing information about the center's program. Their tasks should include offering to help the visitors if they need assistance in implementing change in their own school or school district as a result of the visit.

The original rationale* for the demonstration centers assumed three goals for the centers to accomplish with each day's visitors:

1. AWARENESS - To help teachers and administrators become aware of innovations and ways to improve the quality of their program.
2. ACCEPTANCE - To help visitors decide whether the change or innovation is acceptable for him personally, to his district, and to his community.
3. ADOPTION - To help schools adapt or adopt particular programs or procedures in which they are interested.

Figure 1 illustrates the rationale for demonstration centers. Whether changes in programs and behavior can be effectively accomplished in this way is a basic question which the total evaluation seeks to answer.

FIGURE 1.

DEMONSTRATION CENTER RATIONALE

DISSEMINATION BY CENTER --leads to-- AWARENESS BY VISITOR

LEGITIMIZATION BY CENTER --leads to-- ACCEPTANCE BY VISITOR

EXPORTATION BY CENTER --leads to-- IMPLEMENTATION BY VISITORS

---

* For a complete report on the rationale of the demonstration centers, see report 5, Page 1

II. WHAT DOES THE DATA INDICATE?

The centers may be generating a good view and acceptance of the overall nature of their programs, but not relating to the personal process problems (the political, economic, and psychological realities) of the visitor's situation.

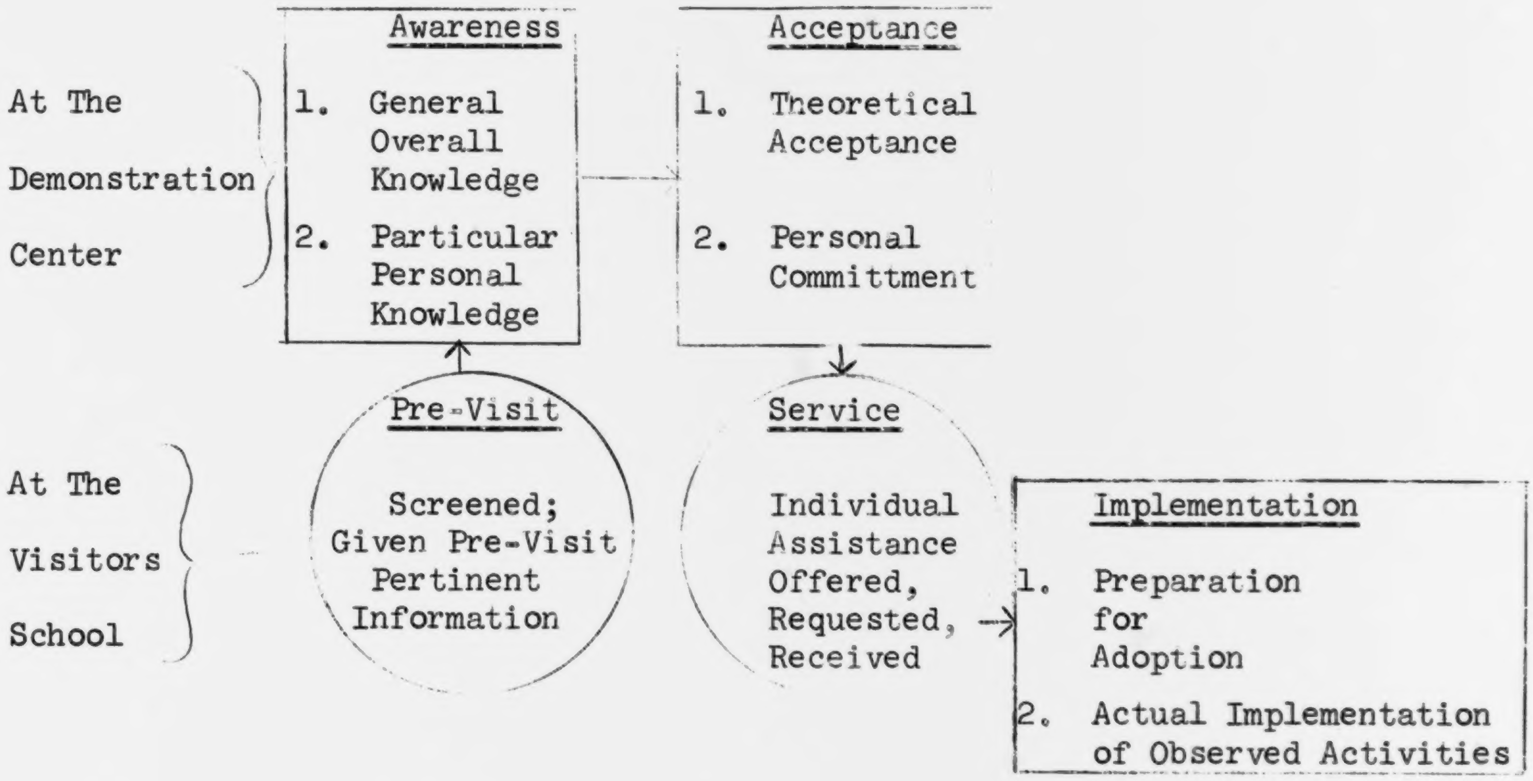
A questionnaire was given to 691 demonstration center visitors to be filled out at the center after their day's observation.

The diagram below provides a model for analyzing this data and the post-visit data which will be in the next booklet.

Diagram two seems a more accurate model of how the demonstration process should theoretically work than is diagram one. This occurs because when the results of this data are applied, it is readily apparent where the strengths and weaknesses of the centers lie. The comments from the visitors indicate that the processes contained in the "Pre-Visit Circle" are generally neglected. In the "Awareness Box" the centers distribute general knowledge very well but do less well on individualizing their demonstration process for individual visitors. In the "Acceptance Box" most of the centers receive a theoretical committment from the vast majority of their visitors. However, as measured by indicators as to how economical and how easy to implement the demonstration activities will be, the personal committment of the visitors is much lower. The "Service Circle" data shows that the centers do not offer the visitors an abundance of help and that the visitors may not perceive the centers as service oriented since only 1 out of 5 visitors requests help. Later data will show what the visitors who do request help actually receive and will also fill in the results of the "Implementation Box".

FIGURE 2.

PROGRESS OF A VISITOR THROUGH THE
DEMONSTRATION CENTER PROCESS


At The Demonstration Center
Awareness
1. General Overall Knowledge
2. Particular Personal Knowledge
Acceptance
1. Theoretical Acceptance
2. Personal Committment
At The Visitors School
Pre-Visit
Screened; Given Pre-Visit Pertinent Information
Service
Individual Assistance Offered, Requested, Received
Implementation
1. Preparation for Adoption
2. Actual Implementation of Observed Activities

III. WHERE DO THE RESULTS OF THIS BOOKLET FIT INTO THE DEMONSTRATION STUDY?

This booklet is the third in the series of studies on the demonstration centers in the Illinois plan. The first booklet was The Visibility and Clarity of Demonstrations in which the centers were examined and evaluated according to an observation schedule. The instrument rationale, history of development, and procedures for use appear in a separate volume entitled Appendices.

The earlier booklets described the centers from the viewpoint of trained observers. This booklet describes the centers according to the immediate viewpoint of regular public school visitors. The final booklet will describe the reactions of these visitors after they have returned to their own schools.

The booklets follow a logical progression, since we first found the content of the centers' presentations to visitors. Presently, we are disclosing how visitors react to the centers--whether they decide if the demonstrated activities are personally acceptable. In the final booklet to be written, we will discover whether visitors' reaction is strong enough to influence and actually motivate them toward change in their own classrooms or schools. The following diagram briefly illustrates the procedures for the three stages in our study as we investigate the worth of demonstration as a process for educational change:

FIGURE 3.

OVERVIEW OF DEMONSTRATION CENTER EVALUATION

	FIRST STAGE	SECOND STAGE	THIRD STAGE
Topic of Evaluation	Quality and Thoroughness of the Presentations Made by the Centers	*Visitors' Immediate Reactions Towards the Centers*	Visitors' Resulting Actions at their Own Schools
Evaluation Instrument	Observation Schedule	*Visitor Questionnaire*	Post-Visit Questionnaire
Time of Evaluation	Administered by Trained Observers During the 1968-1969 School Year	*Administered the Same Day as the Visit*	Administered After the Visit--Time Range: 1 Month to 1 Year Later
Resulting Data	The Visibility and Clarity of Demonstrations Appendices	*The Illinois Demonstration Centers--The Visitor's View (with Appendices)*	(To be written)

The main text of this booklet will deal with results of the visitor questionnaires completed by 691 public school personnel between November, 1968, and March, 1969, with the majority of the forms being filled out during February. The second part of this booklet, the Appendices, will contain the instrument rationale and will supply the details and conditions under which these questionnaires were collected.

IV. WHAT ACTIVITIES DO THE VISITORS SEE AT THE CENTERS?

The activities seen at most centers are those involving small groups, productive/critical thinking, and special curriculum materials. In addition, independent study and individualized instruction receive a great deal of emphasis.

The list of activities on the second page of the questionnaire offered the visitors the opportunity to check off the activities they saw demonstrated during the day. See Table 1 on the following page.[*] The list of activities was generated from the brochures which each center produces and distributes. Generally, the activities checked by the visitors match up quite closely with those activities the centers claim they demonstrate. There are some exceptions and these exceptions may indicate that the visitors are reacting to activities not even formally demonstrated by the center. In this case each center can peruse the item list on the following page and see what their visitors say they are observing at their center.

Instead of presenting the frequency count for each item at each center, Table 1 shows where the major and minor emphasis lies both for various activities throughout the state demonstration program and also for individual centers. The degree of emphasis shown is based on the percentage of visitors checking an activity. If less than 25% of the visitors at a center check an activity, Table 1 shows no emphasis. If 75% or more checked an activity, Table 1 shows that great emphasis is placed on this activity by the center. (The over 25% and over 50% categories are also defined.) Therefore, one may readily see that IPI is offered only at the Elk Grove and Urbana Demonstration Centers and that it is one of the major activities demonstrated at both. Identifying creativity is a minor activity at three centers and only takes on major proportions at Evergreen Park. While independent study and small groups instruction are demonstrated at a vast majority of the centers according to the visitors, in-service training, culturally disadvantaged programs, seminars, use of community resources, and fine arts are seldom seen.

On the other hand, one can look at the centers themselves and observe that Skokie is a very specialized center and visitors view only three activities: gifted child identification, small group work, and music instruction. Carver, however, is seen by its visitors as demonstrating 17 out of the twenty-five activities possible. It is interesting to note that very few times was the "other" category even checked and at no center was anything else seen enough times that it rated even close to the 25% minimum cut-off plateau. At Champaign, no particular activity was rated as emphasized by even 1/2 of their visitors. Diversity has its virtues but in this case and a few others, it seems that a center should have at least one main concept that visitors can latch on to for their return to their classrooms. In contrast, 50% or more of the visitors saw six or more activities being demonstrated at seven of the centers.

---

[*] The following demonstration center code listing is used in all tables:

BE = Belding
BO = Bowen
BM = Bryn Mawr
CA = Carver
CM = Champaign
CL = Charleston
DK = DeKalb
DR = Decatur
ED = Edwardsville
EG = Elk Grove
EV = Evanston
EP = Evergreen Park
FR = Freeport
LO = Lockport
MA = Marion
OL = Oak Lawn
OP = Oak Park
PF = Park Forest
SH = Signal Hill
SK = Skokie
UR = Urbana

TABLE 1 SUMMARY OF EMPHASIS PLACED ON ACTIVITIES BY THE CENTERS

DEMONSTRATION CENTER ACTIVITIES	BE*	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
I.P.I.										X+											X+
dramatics		x		X							X						x	x			
fine arts				x					x		x					x					
creative writing	X			X		x		x								X	X	x			
music instruction									X		X									X+	
pre-school																					
junior great books			X+																		x
special curriculum materials (sci., hist., Engl., math, humanities, lang. arts, soc. studies, creative writing)	X			X+	x	X	X	x	x	x		X	X	X	X	x	X	x	x		x
inquiry method	x	X	x	x		x			X			x		X	x	x	X				x
independent study	X	X		X+			X+	x		X	x	X	X+	X			X		X		X
large group work		X		X			X		x	x	X	x	X+	x	x	X		X	x		X
small group work	X	X+	x	X+	x	x	X+	X	x	X	X	X	X+	x	x		X	x	X+	X	x
individualized instruction	X			X+			x	x		X+	x	x	X+	X			x		X+		X+
seminars								x													
inductive teaching	x	X		x		x					x			x	X+	x		x	x		x
in-service training																					
flexible scheduling	x	x		X			X	X	x	x	X		X				x		x		x
culturally disadvantaged				X																	
gifted child identification	X	x	x	x					x			x	x	x	x	X	X		x	X+	x
learning/resource centers				X+			X			X+	X		X	x			x		x		X
cooperative/team teaching		X				x	x	x		x		X	X+						X		
community resource use				X																	
identifying creativity				x					x		x	X									
productive/critical thinking	x	X	x	x	x	X		x	X		x	x	x	x	x	x	x	x	x		x
other																					

KEY x Activity was observed by at least 25% of the visitors at this center
X Activity was observed by at least 50% of the visitors at this center
X+ Activity was observed by at least 75% of the visitors at this center

* For explanation of centers' code names see page 4.

V. HOW SATISFACTORY ARE THE CLASSROOM CONDITIONS FOR OBSERVATION(S)? (Questions 1, 2, 5, 8)

The conditions of the classroom for observation are excellent. Demonstration teachers and students seem genuinely enthusiastic about their programs.

The evidence from questions 1 and 2 seems to indicate that the centers do an excellent job of providing an environment in which the visitors can see and hear the activities being demonstrated. The visitors are also just as positive that their presence does not disturb the students. Whether this occurs because of the director's ability to slip visitors unobtrusively into the class or the students' blase attitude toward visitors is not known, but in either case the centers do not seem to be disturbing the environment of the classroom by allowing visitors to observe classes on a regular basis.

Question 8 illustrates that visitors regard all the demonstration centers as hotbeds of enthusiasm. In fact, except for Decatur and DeKalb--which are still positive--the remaining centers are viewed as extremely high in enthusiasm. This picture may be a reflection of the fact that these teachers and students feel they are special and they therefore may put a little extra effort into the days when the visitors are in attendance. However, since the questionnaires were collected late in the school year, it seems more likely the results may be showing that the centers are demonstrating the type of programs which seem to motivate students and teachers into being enthusiastic about school.

This factor of enthusiasm correlates at the .05 level* with a later item (Q.21) in the questionnaire concerning a teacher's inclination toward a personal change in behavior. This may indicate that a visiting teacher may react emotionally toward demonstrative activities as well as or instead of intellectually.

---

* You could trust this relationship to be valid 95% of the time.

TABLE 2 CLASSROOM ENVIRONMENT

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
1) Able to see class	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++
2) Able to hear class	++	+	++	++	++	++	++	+	++	++	++	++	++	++	++	++	++	++	++	++	++
5) Able to view class without disturbing children	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++	++
8) Teachers and student enthusiastic	++	++	++	++	++	++	+	+	++	++	++	++	++	++	++	++	++	++	++	++	++

(++) indicates overwhelming positive response
(+) indicates positive direction
(O) indicates a mixed response with no clear indication of direction
(-) indicates negative direction
(--) indicates a very negative response to the question

VI. HOW MUCH COMMUNICATION IS THERE BETWEEN DEMONSTRATION TEACHERS AND STUDENTS WITH VISITORS?

Visitors always have the opportunity to talk with demonstration teachers but this is not always the case with the students.

One of the assumptions underlying the demonstration concept for some years is that the centers' programs and the various activities within these programs can be "sold" better to visitors if the personnel who are actively involved with the programs have the opportunity to converse with the visitors. It has been felt that the visitors would be better able to assess the center through communication with the teachers and possibly students. Also, if as a result of the communications, the visitors came away with the impression that the teachers and students were enthusiastic about the programs, it was felt that the odds would greatly increase that the visitors would be favorably impressed -- so impressed that they would attempt to implement the programs and activities in their own schools.

Questions 6 and 7 give us information on visitor-teacher-student communication. All the centers allow their teachers to talk with visitors. The results are positive for all the centers with only the Bryn Mawr, Champaign, Decatur, Evanston and Freeport centers showing a tendency to limit the communication somewhat. The Evanston and Park Forest centers show very clearly that students do not talk with their visitors and this seems to be the case most of the time at DeKalb, Edwardsville, and Skokie. Between 50 and 60% of the time visitors talk with students at Bryn Mawr, Carver, Champaign, Charleston, Decatur, and Signal Hill while the remaining centers seem to encourage this communication more.

Statistical evidence indicates the more teacher communication there is the more visitors know about the overall demonstration program but the more communication there is between students and visitors the more difficult the demonstration activities appear to the visitors. (This question is also discussed on page 23.)

TABLE 3 CLASSROOM COMMUNICATION

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
6) Able to talk with teachers	++	++	+	++	+	++	+	++	++	++	+	++	+	++	++	++	++	++	++	++	++
7) Able to talk with students	+	++	0	0	0	0	0	-	-	+	--	++	++	++	++	++	+	--	0	-	++

(++) indicates overwhelmingly positive response
(+) indicates positive response
(0) indicates a mixed response with no clear indication of direction
(-) indicates negative leanings
(--) indicates a very negative response to the question

VII. HOW WELL DO THE CENTERS INFORM THEIR VISITORS?

(Questions 4, 9, 10)

The visitors are well informed about the day's observation but not about the long range necessities of implementing a program.

The data indicates that the centers do an excellent job of providing adequate information so that their visitors will understand the class proceedings. However, the information seems to be specific to that day's lesson and not made clear as to how it could relate to the visitors' own use since the visitors who receive the information tend to look at the activities as difficult to implement and they generally tend not to develop ideal commitment toward the demonstration activities. But they do think that there may be other personnel in their district who would have the desire to implement the observed activities.

The next two questions (9, 10) deal with the ability of the center's staff to explain the cost of necessary materials, equipment, or training and secondly, how to obtain them. The obvious trend in the replies shows that this is simply not being explained across all centers. Only Bryn Mawr and Elk Grove score well on both questions. Belding and Marion score extremely low on both questions while Oak Lawn, DeKalb, Park Forest, Freeport, Evanston, and Decatur also score low. Therefore, in over one-third of the centers not even 50% of the visitors feel that they are being informed about cost or how to obtain necessary material, equipment, or training.

The results from the remaining centers indicate only a mixed response with no clear direction on these two items. The conclusion based on these questions is that during the visits the majority of the centers are providing adequate information about the specific classroom visit but then stop there and do not explain their programs in depth.

The importance of these last two questions is further emphasized by the data which shows that these two items are highly correlated. At the .01* level, question 9 (about the explanation of cost) is related to the visitors' ideal commitment toward the centers. This may be interpreted to mean that the more cost explanation is given, the more ideal commitment is made by the visitors.

At the .01 level of significance, question 10 (about how the visitors could obtain the materials, equipment, or training) is related to the visitors' general reaction to the center and to whether or not he or she feels committed to an actual change in classroom behavior. At the .05 level the results indicate that these same visitors are more inclined to change their previous attitudes toward the center and also are more committed to changing the curriculum in either their school or classroom. This data would seem to indicate that any visitors who are not positive toward the centers or who do not indicate that change will result because of their visit may be doing so not because of the nature of the activities being demonstrated, but because they have not been given enough information to make an intelligent decision.

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* You could trust the relationship to be valid 99% of the time.

TABLE 4 CENTER INFORMATION

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
4) Give enough information about class	++	++	++	++	++	++	++	++	++	++	+	++	++	++	++	++	++	++	++	++	++
9) Cost of program explained	--	-	++	--	--	0	-	--	-	+	-	-	-	-	--	--	0	-	0	0	0
10) Obtaining materials explained	--	0	+	+	0	+	-	-	+	+	-	+	-	+	--	-	0	-	++	++	++

(++) indicates overwhelming positive response
(+) indicates positive response
(0) indicates a very mixed response with no clear indication of direction
(-) indicates negative leanings
(--) indicates a very negative response to the question

VIII. HOW REALISTIC AND PRACTICAL ARE THE DEMONSTRATED ACTIVITIES TO THE VISITORS? (Questions 3, 11, 12, 13, 14, 15)

Visitors are seeing activities for gifted students which will easily fit into their own school's program. At least some of the demonstration activities are viewed as realistic with regard to the availability of personnel, space, facilities and financial situation.

This subsection is one of the most important since in it the visitor is telling us whether the demonstrations are relevant and realistic--whether he can use them in his own situation back at his home school. The results here are quite mixed both among the centers' scores and among the six questions in the subsection.

On the whole, visitors believe the classes they see are relevant to their needs (Q3). However, there are three exceptions--Belding, Bowen, and Elk Grove--where the results appear neutral about class relevance. The classes at Bryn Mawr, Carver, Charleston, Marion, Signal Hill, and Skokie were seen as exceedingly relevant. There are, however, individual examples from most of the centers where junior high teachers watched primary classes and EMH teachers observed IPI. In other words, the lack of meaningful verbal communication prior to a visit can misplace teachers in classes which have little relevance in their own needs.

Those visitors who do view the demonstration classes as relevant also see them as highly pertinent to gifted students. These same visitors are very positive in their attitudes toward the centers and seem to indicate an ideal commitment toward the activities. Since 516 out of a total of 691 viewed the classes as relevant either most of the time or often, the above information seems to be saying that most of the visitors are looking for programs which contain certain activities which can be used with gifted students. These public school teachers and administrators feel that what the demonstration centers are generally offering fit their own concepts of what a gifted program should ideally be.

The next four questions (11,12,13,14; see Table 5) deal specifically with problems which might hinder the exportation of activities from the center by the individual visitors. The questions deal with the personnel, available space, and facilities, money, and whether the activities would fit into the overall school program.

Twenty-six percent of the visitors believed they had the personnel available at their own schools who would want to implement all the observed activities, (Q11) while 71% stated the same would be true for only some of the demonstrated activities. The scores do range from an extremely positive score for Park Forest to mediocre placement for Belding, Decatur, DeKalb, Freeport, Oak Park, and Signal Hill.

This question is simultaneously measuring the centers' ability to inform their visitors about the type of person who would be interested in the demonstrated activities along with the visitors' attitude toward the ability of the personnel in his or her school to attempt change. The centers must succeed in proving that their programs and activities are realistic enough to be used in any school district if it expects a high number of visitors to answer affirmatively to this question.

TABLE 5 VISITORS' VIEW OF CENTERS' PRACTICALITY

	0 10 20 30 40 50 60 70 80 90
3. Were the classes relevant to your needs?	**********************41.7% ============================ 55.5% ## 2.8%
11. Do you have personnel who would implement programs?	************* 26.4% ====================================71% ## 2.6%
12. Do you have space and facilities for activities?	************ 22.7% =================================67.5% #### 9.8%
13. Will you have enough funds for activities?	******* 13% =====================================74.7% ###### 12.3%
14. Would you be able to fit these activities into your own curriculum?	************* 24.5% ===================================73% ## 2.4%
15. Do you think observed activities are for gifted?	*************************** 53.4% =======================45.6% # 1%

KEY * For All activities observed
= For Some activities observed
# For None activities observed

Interestingly enough, this item correlates at the .05 level with question 4 which is concerned with the amount of information given to visitors. Also the more visitors believe personnel back in the school or school district have a desire to implement the observed activities the more they themselves indicate on question 21 that they are leaning toward change in their own classroom behavior as a result of the day's visit.

Twenty-three percent of the visitors who answer question 12 believe they would have the facilities and space available to use the demonstrated activities when they return to their home school. While 67% believe this could be the case for only some of the activities, 10% feel that the activities are unrealistic for them to bring back to their school because of a lack of facilities and space.

On an individual basis, the visitors from Belding, DeKalb, and Evanston don't believe they have the space or facilities. The visitors were clearly negative on this point. At Evergreen Park, Elk Grove, Freeport, Signal Hill, Decatur, Lockport, Skokie, and Urbana the visitors believe that they can handle only some of the observed activities with their present facilities while at the remaining centers the visitors are positive that facilities and space would not handicap their exportation of a demonstrative program or activity; this is especially the case with Charleston's program.

Interestingly enough, this question is highly correlated with the three following questions--13,14,15. If the visitors feel they have the space and facilities they are also sure they would have the money to implement activities. They also are quite sure that the activities for gifted students would fit right into their curriculum.

Question 13 asks the visitors if they have or will be able to acquire enough funds to use the activities. Only 13% of the visitors thought they would be able to acquire funds to implement all the observed activities while an equal percentage said it would not be able to acquire funds for any of the activities. Some centers who do poorly may feel that their programs would be quite inexpensive to export, but the visitors apparently don't perceive this to be the situation.. The visitors were sure at Belding that the costs were prohibitive. While the visitors from the Carver, Champaign, Charleston, Marion and Oak Lawn centers felt that funds could be available, the remaining centers had mixed results. Therefore, only 5 or less than 1/4 of the centers have activities which the visitors view as fairly economically feasible and no center was viewed as demonstrating obviously economically feasible activities.

This question correlates with another item on the questionnaire (Q.16) which asks visitors if the socio-economic level of their school's community is higher or lower than the community of the demonstration center. The results were extremely negative--in the sense that the visitors constantly stated that the centers were in higher socio-economic communities than were their own schools. If this is the case, and it could very well be since most of the centers are hardly in what one may call ghetto schools, the centers in their verbal explanations may not be distinguishing between their programs and the demonstration school with its surrounding community. Therefore, the programs may seem unattainable because the visitors associate the programs with a different economic stratum. The results from the observation schedule* tend to support this possibility since centers scored exceedingly low on the director's verbal explanation of the program's feasibility.

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* See Report No. 5: The Visibility and Clarity of Demonstrations, page 11.

The programs may also be unattainable because they really are expensive to implement. However, a final decision will have to await the results of the post-visit questionnaire when the visitors are explicitly asked about the reasons why they have rejected the possibility of using programs they would have liked to implement.

On question 14 in this subsection, the visitors are asked if the activities would fit into their own school's curriculum or into their own classes. The visitors seem to view the activities being demonstrated as ones which would mesh smoothly with present school policy. However, at Belding, DeKalb, Evergreen Park, Oak Park, Elk Grove, Freeport, Signal Hill, and Urbana, the visitors believe that only some of the activities would fit into their schools right now. Correlational evidence indicates that visitors feel the activities would be appropriate since the necessary space and facilities are available and the activities would help the gifted students in their schools.

In fact, one main assumption behind allowing visitors to come into a demonstration center is that these public school personnel are or will be working directly or indirectly with academically talented or "gifted" students. Therefore, it seems highly important that these visitors must see programs which are specifically designed for this type of student and that the program can be also used for the same kind of student in the visitor's home school. The centers scored extremely well on this item (Q.15). Thirteen of the twenty-one centers scored extremely positive and the others were all above the neutral point. This, of course, does not indicate that all the visitors will use the observed activities, just that they feel the demonstration activities would be appropriate for the gifted students in their own schools. However, the data does indicate that once visitors believe that the demonstration activities are for gifted students, they develop a commitment toward adoption of the activities.

TABLE 6 SUMMARY OF INDIVIDUAL CENTER'S PRACTICALITY

	BE*	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
3. Were the classes relevant to your needs?	0	0	++	++	+	++	+	+	+	0	+	+	+	+	++	+	+	+	++	++	+
11. Do you have personnel who would want to implement programs?	0	+	+	+	+	+	0	0	+	+	0	+	0	+	+	+	0	++	0	+	+
12. Do you have space and facilities for activities	-	+	+	+	+	++	0	-	+	0	-	0	0	0	+	+	+	+	0	0	0
13. Will you have enough funds for activities?	-	0	0	+	+	+	0	0	0	0	0	0	0	0	+	+	0	0	0	0	0
14. Would you be able to fit these activities into your own curriculum?	0	+	+	+	+	+	+	0	+	0	+	0	0	+	+	++	0	+	0	+	0
15. Do you think observed activities are for gifted?	+	+	++	++	+	++	++	+	++	+	+	+	+	++	++	++	++	++	+	++	++

(++) indicates overwhelmingly positive response
(+) indicates positive response
(0) indicates a very mixed response with no clear indication of direction
(-) indicates negative leanings
(--) indicates a very negative response to the question
*See page 4 for explanation of center's code names

IX. WHAT ARE SOME OF THE CHARACTERISTICS OF THE VISITORS' SCHOOLS?

The visitors perceive the centers as generally demonstrating activities which they do not have in their schools. These visitors also generally perceive themselves as coming from schools in lower socio-economic settings than the demonstration schools.

In questions 16 and 17 we attempt to find out something about the nature of the visitors' schools by comparing them to the demonstration school(s). In the first question, each visitor is asked to rate the activities in their school with the activities in the demonstration school. A one to five ordinal scale is used with 1 standing for "similar" activities and 5 for "different" activities.

The results show that five centers -- Belding, Bryn Mawr, Champaign, Evanston and Oak Lawn are demonstrating activities which are quite similar to those of the target schools. The visitors show mixed reactions about Charleston, Oak Park, and Elk Grove but they are very definite in saying that Evergreen Park, Freeport, and Urbana have very dissimilar programs from those which they have in their own schools.

It is difficult to say how "good" or "bad" it is that visitors view their schools as having different or similar activities in comparison with demonstration schools. In fact, it is because of this question and similar ones that a single numerical score was not derived from this questionnaire for individual centers since that would not be anywhere as meaningful as an item by item analysis. However, the demonstration centers maintain that they are agents for change through their demonstrations of innovative practices in education; therefore, in the scoring of each item, the above five centers which visitors view as not very innovating received lower scores than the centers which seem to be doing something different.

In question 17 we wished to discover how the visitors perceive the socio-economic strata of the demonstration centers' home communities in comparison to their own school's community. Only the visitors to Bryn Mawr, Carver and Decatur centers view their school's community level as higher than that of the centers. The visitors to Evanston, Lockport, and Park Forest seem uncertain, but all the other visitors are sure that the remaining centers belong in a higher socio-economic stratum than their school's community.

The above comparisons give a picture of a majority of the centers existing in a higher socio-economic area than that of its visitors. This picture is not necessarily negative except for the noticable lack of explanatory power the centers seem to possess when it comes to dollars and cents talk.* It does not seem impossible to assume that those visitors from a lower socio-economic area may have been awed by modern physical plants, large quantities of accessible hard and soft ware, excellent environmental surroundings, etc., and have responded with pleasantries about the day's visit but have abandoned implementation of observed activities because of imaginary economic blockades which were not torn down by the directors' explanations.

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* See subsection "How Well Do the Centers Inform Their Visitors?", questions 9, 10.

On the other hand, visitors who do believe that they come from a higher socio-economic area than the centers, view the demonstration classes as more relevant and very appropriate for gifted children. This can probably be explained by the fact that the schools in those areas are probably very well-to-do and therefore can afford top level teachers who will have a knowledgeable background in gifted education.

TABLE 7 CHARACTERISTICS OF VISITORS' SCHOOLS

	BE	BO	BM	CA	DM	CL	DR	DK	ED	EG	EV	OP	FR	LO	MA	OL	OP	PF	SH	SK	UR
16. Activities different than those in visitor's school	-	+	-	+	-	0	+	+	+	0	-	++	++	+	+	-	0	+	+	+	++
17. Socio-economic level community comparison	--	--	+	+	-	-	+	--	-	--	0	-	--	0	-	-	-	0	--	-	-

KEY:		QUESTION 16		QUESTION 17
	(++)	indicates activities are very different from those in the visitor's school (16);	(++)	socio-economic level much lower at the demonstration center than in the community of the visitor's school (17)
	(+)	indicates activities are somewhat different from those in visitor's school (16);	(+)	socio-economic level lower at the demonstration than in the community of the visitor's school (17)
	(0)	indicates mixed response (16);	(0)	socio-economic level the same between demonstration and the community of the visitor's school (17)
	(-)	indicates activities are somewhat similar in both schools (16);	(-)	socio-economic level higher at the demonstration center than in the community of the visitor's school (17)
	(--)	indicates activities are very similar (16);	(--)	socio-economic level much higher at the demonstration center than in the community of the visitor's school (17)

X. HOW DOES THE SEMANTIC DIFFERENTIAL ILLUSTRATE VISITOR VALUES?

The semantic differential shows that visitors believe the demonstration activities are highly motivating and contain academically valuable subject matter. However, the visitors also believe the activities are not economically feasible nor would they be easy to implement.

The semantic differential technique was used to obtain the visitors' view of the educational value of the demonstrated activities. Visitors rated the center they visited on thirty scales of value, such as topical: out of date. (See Figure 4) Besides providing information on specific value dimensions, some scales have been scored in groupings based on a factor analysis. These factors, which provide a comprehensive picture of the attitudes and reactions evoked by the centers, are Motivation, Subject Matter, and Ease of Implementation.

As Figure 4 suggests, visitors responded on a seven-place scale. For scoring purposes the values one to seven were assigned to scale positions. (All spaces on the left in Figure 4 were scored seven.) The midpoint (4) was interpreted as a neutral point indicating that neither adjective in the scale applied. A mean response above 5.5 (or below 2.5) was judged to represent a strong response to a scale. For the three general factors, the mean visitor response is shown for each center.

A different, more meaningful way of reporting visitor response is used for each individual scale in addition to the scoring procedure used for groups of items (factors). The percentage of visitors who respond strongly (by placing a mark either on value 6 or 7 of the scale) is indicated by the charts on the following pages.* In choosing from the many possible ways of presenting this information we have chosen to indicate overwhelming strengths as the most meaningful way to interpret the material. We feel an indication of strong feeling on the part of the visitors is illustrated when 66% or more visitors respond strongly on the 6 or 7 values of the scale. Similarly, a mean score of 5.5 or above indicates a center is clearly seen as emphasizing that value dimension. Thus, two scoring procedures are used to determine which centers are seen as embodying the various educational values or groups of values.

In interpreting these results, it should be remembered that they represent a somewhat different perspective than the information obtained in the rest of the questionnaire. In those questions the visitor was responding as a potential user of the activities, materials, and ideas. Their usefulness to him was being questioned. The results of the semantic differential section represent the collective judgment of a group of professional educators of the value of the demonstrated activities. A center might be demonstrating activities which are highly valued, but which are not seen as exportable and useable in their home schools by many visitors. This would suggest a failure by the center either to demonstrate the feasibility of the activities or to select the kind of visitors who could benefit from such activities.

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* If the visitors respond most strongly to the other end of the scale (values 2 or 1), the percentage is preceded by "R" indicating reversal of keyed scale response.

FIGURE 4

SEMANTIC DIFFERENTIAL FOR ACTIVITIES DEMONSTRATED AT DEMONSTRATION CENTERS

Below are the thirty bi-polar value scales which comprise the semantic differential used in this visitor questionnaire. They are reprinted here for your convenience and aid in understanding the diagrams in this section.

ARE THE DEMONSTRATED ACTIVITIES:

FACTOR I: MOTIVATION

topical	X :___:___:___:___:___:___	out of date
practical	X :___:___:___:___:___:___	theoretical
enjoyable	X :___:___:___:___:___:___	boring
socially valuable	X :___:___:___:___:___:___	socially worthless
motivating	X :___:___:___:___:___:___	not motivating
interesting to all	X :___:___:___:___:___:___	interesting to only a few

FACTOR II: SUBJECT MATTER

basic to the subject	X :___:___:___:___:___:___	peripheral to the subject
vocationally valuable	X :___:___:___:___:___:___	vocationally worthless
academically valuable	X :___:___:___:___:___:___	academically worthless
integrative	X :___:___:___:___:___:___	isolated

FACTOR III: EASE OF IMPLEMENTATION

simple	X :___:___:___:___:___:___	complex
easy to teach	X :___:___:___:___:___:___	difficult to teach
easy to learn	X :___:___:___:___:___:___	difficult to learn
easy to evaluate	X :___:___:___:___:___:___	difficult to evaluate

INDIVIDUALLY SCORED SCALES:

economically feasible	X :___:___:___:___:___:___	not economically feasible
value oriented	X :___:___:___:___:___:___	knowledge oriented
individual oriented	X :___:___:___:___:___:___	society oriented
progressive	X :___:___:___:___:___:___	traditional
appropriate for all	X :___:___:___:___:___:___	appropriate for only a few
highly transferable	X :___:___:___:___:___:___	not transferable
convergent	X :___:___:___:___:___:___	divergent
precise	X :___:___:___:___:___:___	vague

SCALES NOT SCORED (see discussion)

requires reasoning	X :___:___:___:___:___:___	requires rote memory
democratic	X :___:___:___:___:___:___	authoritarian
humanitarian	X :___:___:___:___:___:___	non-humanitarian
morally valuable	X :___:___:___:___:___:___	morally worthless
objective	X :___:___:___:___:___:___	subjective
life adjustment	X :___:___:___:___:___:___	transmission of culture
concrete	X :___:___:___:___:___:___	abstract
specific	X :___:___:___:___:___:___	broad

FACTOR 1: ARE THE DEMONSTRATED ACTIVITIES SEEN AS MOTIVATING?

Generally, visitors see the demonstration activities at the centers as very motivating.

Only DeKalb and Bowen fall below the 5.5 cut-off point so it can be easily shown by the summary scores on Table 8 that the centers do possess motivational qualities. The visitors are quite sure that what they are viewing is topical rather than out of date, enjoyable rather than boring, more socially valuable than socially worthless, interesting to all rather than just a few, and motivating.

The visitors who feel that the centers' activities are motivating also see the classes as relevant and appropriate for gifted students. This has caused a very positive general reaction toward the centers' activities which in turn has lead the visitors to a general commitment to the demonstrated activities. Also, the visitors seem quite motivated by the demonstration if they believe it will be "easy to implement" as expressed in factor 3.

FACTOR 2: HOW DO VISITORS VIEW THE CENTERS' SUBJECT MATTER?

The visitors believe that the subject matter of the centers is academically valuable.

The range in the mean column is lower and the average for most centers falls below the 5.5 standard. Only Skokie, Charleston, and Evanston are seen as very strong in subject matter values based on mean scores. However visitors are also strongly impressed with this dimension of the activities at Marion, Park Forest, Edwardsville, and Carver. With regard to the area of the subject matter demonstrated, the visitors seem to view the vast majority as having academically valuable demonstrations. A few of the demonstrations are seen to have integrative subject matter (in contrast to it being isolated). The concept of "basic to the subject" versus "peripheral to the subject" seems to have left most of the visitors in a quandary since most answered in the number 4 section on the scale. This scale apparently did not apply to most kinds of programs being demonstrated.

This factor is highly related to the previous factor of motivation and consequently also correlates with the same questions. In addition, visitors who are favorable to the quality of the demonstrated subject matter also are more inclined toward change in their methodology.

The case of the scale "academically valuable -- academically worthless" presents an example which should be used to keep readers from assuming a black and white frame of reference. For instance, while Evergreen Park did not score 66% or above, that is not to say that the visitors thought the program was academically unsound; instead it just means what it does say: that not over two-thirds of the visitors marked on the 6 or 7 points on the scale. As a matter of fact, in the case of Evergreen Park, a total of 84% of the visitors marked the 5-, 6-, or 7 points on the scale. Visitors at Evergreen Park and DeKalb apparently did not see subject matter as a special strength or relevant variable in their programs.

TABLE 8

FACTOR I: MOTIVATIONAL QUALITIES

CENTER	TOTAL FACTOR SCORE	TOPICAL	PRACTICAL	ENJOYABLE	SOCIALLY VALUABLE	MOTIVATING	INTERESTING TO ALL
SK*	6.59**	92%***	88%	100%	84%	92%	80%
CA	6.30	86%	79%	93%	100%	79%	83%
UR	6.28	95%		93%	90%	88%	80%
ED	6.21	79%		96%	89%	86%	82%
MA	6.17	91%		85%	88%	85%	77%
BM	6.09	88%		100%	94%	72%	
EV	6.08	80%		87%	80%	93%	73%
CL	6.02	88%		89%	94%	72%	89%
SH	6.02	85%		94%	76%	79%	71%
PF	6.01	78%		87%	81%	87%	75%
BE	5.90	76%	67%	82%	76%	73%	70%
OP	5.85	83%		92%	77%	87%	67%
FR	5.84	74%		81%	74%	78%	
EG	5.83	72%		80%	68%	82%	66%
LO	5.83	80%		79%	76%	78%	
OL	5.80	70%		87%		87%	
DR	5.79	69%		80%	84%	87%	
CM	5.72	76%		67%	73%	67%	
EP	5.68			81%	73%	73%	69%
DK	5.41	68%				68%	
BO	5.16						

* See page 4 for identification of demonstration center code letters

** Mean scores for summary of items in Factor I. Values may range from 0.0 to 7.0.

*** The % shown represents the number of visitors who responded strongly on the scale (values 6 or 7) for this particular item. A blank space indicates that less than 66% of those responding felt strong on that particular item.

TABLE 9

FACTOR II: SUBJECT MATTER

CENTER	TOTAL SUBJECT MATTER	BASIC TO SUBJECT	VOCATIONALLY VALUABLE	ACADEMICALLY VALUABLE	INTEGRATIVE
SK	6.15	76%	68%	88%	79%
CL	5.97			89%	78%
EV	5.82			80%	87%
[redacted] UK	[redacted] 5.70			[redacted] 93%	73%
MA	[redacted] 5.67		67%	85%	79%
PF	5.65		66%	75%	80%
ED	5.63		68%	86%	82%
OP	5.57			87%	
SH	5.56			78%	
LO	5.49			78%	76%
CA	5.48		68%	83%	66%
EG	5.43			75%	
FR	5.38			74%	
OL	5.32			74%	
DR	5.31			73%	
BM	5.29			82%	
CM	5.27			73%	
EP	5.20				
BE	5.08			71%	
BO	5.03			77%	
DK	4.89				

Therefore, in reading the summaries and in studying the tables one has to be careful not to infer that because a center did not "score" on a particular item that it must have been marked at the other end of the scale. If there are staggering differences indicated, then the summaries will expose them. For example, if Evergreen Park had received a score which showed that 65% of its visitors marked the one and two categories at the other end of the scale, this would have noted since the program would have appeared obviously not academically worthy in the eyes of its visitors. Since it was not noted as such, it may be assumed that its absence was not due to a significant statistical difference in the reverse direction.

FACTOR 3: DO THE VISITORS GENERALLY VIEW THE DEMONSTRATION ACTIVITIES AS EASY TO IMPLEMENT?

No. The visitors generally believe that the demonstration activities are not easy to grasp and/or to implement in their own schools and classes.

The results of this factor are **startling. None of the centers scored above** the 5.5 cut-off mark. (See Table 10) For the individual items, it is granted that a cut-off point of 66% scores on the 6 and 7 slots on the scale is a difficult test, but for the other factors, such as motivation, there was little difficulty in producing a large number of centers who had scores for each item in the factor. Here, only Urbana barely managed to make the grade on the item "easy to learn." None of the activities were strongly perceived as simple, easy to teach, easy to evaluate, and (with that one exception) easy to learn.

The range of percentage for those who did respond strongly ranges from 0% at DeKalb to 31% for Carver on the simple-complex scale. While only 4% at Evergreen Park thought the activities were easy to teach, 52% at Carver thought this to be the case. Only 11% of DeKalb's visitors felt that the activities are the type that would be easy to learn while 66% of Urbana's visitors were positive. The most interesting case is the evaluation score ...56% of Skokie's visitors strongly view the activities as ones easily lending themselves to evaluation while 61% of Oak Lawn's visitors indicated strongly that the activities did not lend themselves to evaluation; Oak Lawn, therefore, scored higher in the reverse direction of the item than any other center did in the positive direction of the item.

The results of the entire factor seem to clearly indicate that the centers are not seen to be demonstrating activities which will be easy to implement when the visitors return home. This is the case either because the activities are complex, hard to teach, difficult to learn and evaluate OR they just seem that way because the staff of the centers does not make a conscious effort to demonstrate otherwise.

This factor is negatively correlated with the visitors receiving enough information (Q.4) to understand the class proceedings. All the previous data would apparently contradict this unless you look at the information generally disseminated by the demonstration staff. The visitors need personalized information if they are to be personally affected; therefore, they respond to the demonstration activities if they can find out particulars which will help them in their own classes. In other words, the visitors seem to be negatively reacting to the directors attempt to disseminate a general awareness alone.

TABLE 10

FACTOR III; EASE OF IMPLEMENTATION

CENTER	TOTAL EASE OF IMPLEMENTATION	SIMPLE	EASY TO TEACH	EASY TO LEARN	EASY TO EVALUATE
EV	4.88	20%**	47%**		53%**
SH	4.66			56%**	
CA	4.62	31%*	52%*		47%**
PF	4.55				
SK	4.55				56%*
UR	4.36			66%*	
OP	4.24				
BE	4.20				
CM	4.20				
EG	4.18				
ED	4.09				
MA	4.08			56%**	
BM	4.07		47%**		
FR	3.98				
LO	3.96	18%**			
BO	3.90				
CL	3.81				
DR	3.66				
OL	3.64				R 61%+
DK	3.54				
EP	3.48				

* Highest percentage responding strongly (values 6 and 7) to this scale

** Next highest percentages strongly responding to this scale.

+ R indicates strong response to the reverse end of the scale: Difficult to Evaluate.

They seem to first want to know if the demonstrations are relevant to them. If this is the case and the visitors decide it would be beneficial to change, they then need to know personal information such as the cost of materials for them and where to obtain necessary training.

Coincidently, the visitors' ideal reaction to the demonstration activities is negatively correlated with question 4 also. This would seem further evidence to the contention that the visitors would listen and be more motivated toward change if the demonstration center staff related the activities specifically to the visitors' own school situations.

Also, the more visitors talk with students, the more inclined they are to see the activities as difficult to implement. If the demonstration staff does not fill in the picture, the visitors are very likely to leave with a one-sided view that while the activities may be fun, it seems to the teacher that they would be hard to teach and evaluate.

DO THE VISITORS BELIEVE THE CENTERS' ACTIVITIES ARE GENERALLY ECONOMICALLY FEASIBLE?

Generally, they do not see them as economically feasible.

Several scales (7) should be considered individually as they deal with values which are highly relevant to the successful dissemination of programs. One of the most significant scales is "Economically Feasible - Not Economically Feasible." Both mean and percentage scores are shown in Table 11. At only one center, Charleston, do more than 66% of the visitors indicate that the program is clearly economically feasible. Four centers have mean scores which indicate they were strongly perceived as economically feasible. They are Charleston, Oak Lawn, Marion and Decatur. The bottom third of the centers (Signal Hill, Lockport, Bowen, Elk Grove, Carver, Oak Park, and Urbana) are particularly not seen as demonstrating programs which could be labeled as economically feasible.

Although individual responses vary according to the financial situation in the home district, the statistics contained in Table 11 represent the collective judgment of visitors as a group. This data substantiates earlier findings which state that the centers do not explain the feasibility of their program to visitors.

TABLE 11 TOTAL
ECONOMIC FEASIBILITY

CENTER	RANGE OF STRENGTH	% OF STRONG RESPONSE
CL	6.01	78%
OL	5.61	57%
MA	5.53	62%
DR	5.50	57%
PF	5.43	65%
ED	5.32	57%
CM	5.27	55%
EV	5.27	53%
FR	5.23	57%
BE	5.19	50%
FM	5.17	61%
SK	5.17	50%
DK	5.16	58%
EP	5.16	52%
SH	5.00	39%
LO	4.90	30%
BO	4.85	36%
EG	4.82	43%
CA	4.76	48%
OP	4.70	43%
UR	4.68	43%

TABLE 12

RELEVANT INDIVIDUAL SCALES FROM THE SEMANTIC DIFFERENTIAL

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	OF	SH	SK	UR	
Knowledge Oriented			R78	R66					R67					R66	R72							Value Oriented
Individual Oriented							78			72						74			71		80	Society Oriented
Traditional				R79		R76	R89	R90	R82	R77	R80	R81	R75	R83	R82	R83	R66	R81	R85	R96	R90	Progressive
Appropriate for All	68		69	76		67					67										70	Appropriate for Only a Few
Highly Transferable			71			67			79		71		73	66	73					83	71	Not Transferable
Convergent												R69										Divergent
Precise			69	83		78					87								67		68	Vague

Table 12 illustrates how the centers fared on six of the other scales in the semantic differential which are seen as especially relevant to the demonstration of activities. Only percentages of 66 and over strongly responding to the item are shown. Responses refer to the end of the scale shown on the left. If an "R" appears in the same box as a percentage then the item's emphasis was reversed from the one it was intended to measure on the left to its bipolar counterpart on the right. For example, none of the centers are seen as strongly knowledge oriented while five are seen to be value oriented. These are Bryn Mawr, Carver, Edwardsville, Lockport, and Marion. Five centers (Decatur, Elk Grove, Oak Lawn, Signal Hill, and Urbana) are seen to be strongly individual oriented as opposed to society oriented. A look at their programs suggests that this characterization is highly appropriate. Seventeen of the centers are strongly felt to be progressive. Only Belding, Bowen, Bryn Mawr, and Champaign are not seen as demonstrating strongly progressive activities.

Centers which are seen as demonstrating programs that are appropriate for all students are Belding, Bryn Mawr, Carver, Charleston, Evanston, and Urbana. Highly transferable programs are felt to be demonstrated by almost half of the centers. One center, Evergreen Park, is strongly seen to demonstrate divergent activities. This finding supports the stated intent of their program. One of the "Precise - Vague" scale six centers, Bryn Mawr, Carver, Charleston, Evanston, Signal Hill, and Urbana, demonstrate programs that are viewed as exceptionally precise and clear-cut.

Of the remaining scales (not pictures) all but two centers, Signal Hill and Skokie, demonstrated programs which were viewed as requiring reasoning. Only Oak Park and Skokie were not seen as having strongly Democratic programs (as opposed to authoritarian). About two-thirds of the program are seen as strongly humanitarian in nature. Half of the demonstrated activities are viewed as morally valuable. Two scales "Objective - Subjective" and "Life Adjustment - Transmission of Culture" were apparently viewed as irrelevant to the programs as no centers were judged as strongly representing these values. Finally, two scales were judged to be open to several interpretations, thus rendering interpretation ambiguous. These two scales are "Concrete - Abstract" and "Specific - Broad."

XI. WHAT ARE THE ATTITUDES OF THE VISITORS TOWARD THE DEMONSTRATION CENTERS?

Visitors express an extremely positive reaction toward the demonstration centers.

Question 19 asks the visitors their general reaction toward the demonstration center and offers three possible replies: positive, negative or neutral. The overwhelming reaction is positive; 91% of the replies are highly positive to to the centers. However, the range does extend from 100% for Edwardsville, Signal Hill, and Skolie to 56% for Bowen and 82% for Elk Grove.

It would be possible to take the statistics from this question alone and distort the overall picture of the centers. This question does not ask the opinions of the visitors as professional educators to evaluate the worth of the educational programs they observed; it just questions them on how they felt about the center. The results of this item point to the fact that the centers know how to positively affect the visitors during the day's visit, but this may or may not have very little long-range effect. They are not sending visitors away unhappy.

TABLE 13 GENERAL REACTION BY VISITORS TO THE CENTERS

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
% of Positive Response	85	56	95	93	97	94	92	89	100	82	93	96	87	95	94	91	98	86	100	100	95
% of Negative Response	6	9	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	3	0	0	2
% of Neutral Response	9	35	5	7	7	6	6	11	0	18	7	4	13	5	6	9	2	11	0	0	2

The next question is a continuation of the last in that it asks the visitors if their reaction to the demonstration center changed noticeably during the day and, if it did, how did it change. Only about one-third of the total number of visitors did express change (although the administrator total was almost 50%). The overwhelming change is again in favor of the centers as the most impressive change came in the category from neutral to positive . . . 79% of the total change came in this category. Since most visitors are generally positive and most of those who did change became positive, the centers with a high number of negative change should be noted. Bowen, Champaign, Evanston, Park Forest, and especially Oak Lawn are not impressive with regard to this question since they have managed to negatively influence a fair proportion of their visitors and a much higher proportion than their fellow centers. (See table 14.)

TABLE 14

HOW REACTIONS TO THE CENTERS CHANGE DURING THE DAY

20. Did your reactions to the demonstration center change noticeably during the day?

If yes, how?

	NO		YES		-to+	+to-	0to+	0to-	+to0	-to0
All centers	404	(58%)	238	(34%;	12	4	188	4	27	3
All teachers	357	(60%)	199	(33%)	9	3	155	3	26	3
All administrators	47	(52%)	39	(42%)	3	1	33	1	1	0

	NO		YES		-to+	+to-	0to+	0to-	+to0	-to0
BELDING (35)*	28	(82%)	6	(18%)	0	0	5	0	1	0
BOWEN (34)	16	(52%)	15	(48%)	0	1	8	3	3	0
BRYN MAWR (19)	9	(50%	9	(50%)	1	0	8	0	0	0
CARVER (29)	19	(70%)	8	(30%)	1	0	6	0	1	0
CHAMPAIGN (34)	17	(53%)	15	(47%)	0	0	10	0	5	0
CHARLESTON (18)	11	(65%)	6	(35%)	0	0	6	0	0	0
DECATUR (50)	28	(62%)	18	(38%)	0	0	17	1	0	0
DEKALB (23)	10	(56%)	8	(44%)	1	0	6	0	1	0
EDWARDSVILLE (29)	18	(62%)	11	(38%)	0	0	11	0	0	0
ELK GROVE (49)	29	(62%)	18	(38%)	2	0	14	0	0	2
EVANSTON (15)	10	(67%)	5	(33%)	0	0	3	0	2	0
EVERGREEN PARK (26)	17	(65%)	9	(35%)	1	0	7	0	1	0
FREEPORT (47)	25	(60%)	17	(40%)	1	0	15	0	1	0
LOCKPORT (42)	29	(71%)	12	(29%)	1	1	10	0	0	0
MARION (34)	18	(62%)	11	(38%)	1	0	7	0	2	1
OAK LAWN (23)	14	(64%)	8	(36%)	0	1	2	0	5	0
OAK PARK (47)	29	63%)	17	(37%)	1	0	15	0	1	0
PARK FOREST (37)	24	(65%)	13	(35%)	1	1	7	0	4	0
SIGNAL HILL (34)	11	(41%)	16	(59%)	0	0	16	0	0	0
SKOKIE (25)	18	(86%)	3	(14%)	0	0	3	0	0	0
URBANA (41)	24	(65%)	13	(35%)	1	0	12	0	0	0

-to+ Negative to Positive
+to- Positive to Negative
0to+ Neutral to Positive
0to- Neutral to Negative
+to0 Positive to Neutral
-to0 Negative to Neutral

* Numbers in () next to the center's code signify the number of valid returned questionnaires we have from that center. Number of visitors omitting this item are not shown.

XII. WHAT ARE THE ATTITUDES OF THE VISITORS TOWARD PERSONAL CHANGE?

The visitors generally feel that they have been impressed and affected to the degree that they will attempt some change in their home school.

In question 21 the visitors are asked if, as a result of the day's visit, they will change their own classroom behavior -- the way they teach. Approximately 94% of the teachers answered this item; 20% answered negatively and 74% indicated that they thought they would institute some change in their classroom as a result of the day's observations. However, the range in response to this item went from DeKalb's 50% to Edwardsville's 92%.

Since all centers affected at least 50% of its visiting teachers toward commitment to change, the centers generally look potentially quite effective; but the above mentioned range does differentiate among the centers quite well. Charleston, Edwardsville, Evergreen Park, Freeport, Lockport, Oak Park, Signal Hill, and Skokie scored exceedingly high. . .at least 84% of the visitors feel that their classroom behavior or methodology will be changed. On the other hand, at least 30% of the visitors to Belding, Bowen, Bryn Mawr, DeKalb, Decatur, and Evanston were positive they would not change methodology.

TABLE 15 ATTITUDES TOWARD PERSONAL CHANGE

FOR TEACHERS*: As a result of today's visit to this center, do you think that your own classroom behavior, the way you now teach, will be changed at all?

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
% of Positive Response	58	58	58	72	68	89	62	50	92	62	53	84	88	85	66	77	86	70	85	88	82
% of Negative Response	42	36	37	28	19	5.5	33	33	4	30	33	12	6	7.5	25	23	14	26	15	12	10
% of Omits or "Don't Know"	0	6	5	0	13	5.5	5	17	4	8	14	4	6	7.5	9	0	0	4	0	0	8

* Administrators eliminated from total sample size for this question since it asks the question of only teachers who were at the center.

It may be argued that curriculum change is the objective of certain centers and not methodology -- question 22 takes this into account by asking the visitors if they think that they will make any curriculum changes in either their class (for teachers) or their school (for administrators). For this question, 56% of the teachers indicated that they would be interested in making some changes while 65% of the administrators were just as inclined. Overall, the range of scores was much lower. . .from Belding's low score of 28% to Carver's high of 76%. Curriculum is seen as a more difficult area of change, especially by the teachers.

Carver, Edwardsville, Evergreen Park, Freeport, and Urbana were the centers which did exceedingly well on this item . . . at least 66% of the visitors indicated that there will be a curriculum change as a result of their visit. Belding, Bowen, Decatur, Evanston, and Marion are not noticeably affecting visitors with regard to curriculum (under 50%) and this seems to especially be the case with the Belding and Evanston centers (under 33%). Almost 50% of the visitors at Belding, Bowen and Evanston are positive they won't make any changes in their curriculum as a result of the visit. The omits in Tables 15 and 16 should be probably read as visitors who just don't know if they want to commit themselves to change.

TABLE 16 ATTITUDES TOWARD CURRICULUM CHANGE

FOR TEACHERS AND ADMINISTRATORS: As a result of today's visit to this center, do you think that you will make any changes in the curriculum of your class or school?

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	OF	SH	SK	UR
% of Positive Response	28	38	74	76	65	56	46	58	69	53	33	66	70	62	41	61	55	59	59	56	71
% of Negative Response	47	47	16	10	26	17	24	13	10	29	47	11	9	14	35	26	36	35	15	24	12
% of Omits or "Don't Know"	25	15	10	14	9	27	30	29	21	18	20	23	21	24	24	13	9	6	26	20	17

The correlations involving questions 21 and 22 with some of the other questions has been mentioned already in the appropriate subsections. However, at this point in this report a quick summary of the relationships seems in order since these two items are important enough to be considered criterion items for the entire questionnaire.

Question 21 correlates highly with the observation schedule's ranking of how well the demonstration center staff explains the classes that are going to be observed. It seems that the better the classes are explained, the more inclined visitors are toward personal change. Also, enthusiasm by the demonstration teachers and students seems to influence these same visiting teachers.

Those visitors who are told how to obtain the necessary training, materials, or equipment to implement activities and those who believe they have the personnel to handle the activities are very inclined toward change. These same visitors are generally favorable to the demonstration centers and in particular to the centers which demonstrate activities which the visitors view as being innovative and different. The data indicates also that those visitors who are inclined toward change are interested in doing so in both the areas of methodology and curriculum since questions 21 and 22 are also related. Interestingly enough, question 22 also correlates with question 10 wo that visitors are more likely to think about making changes in their class or school curriculum if only the demonstrating center staff will explain where they can obtain the necessary training, equipment or materials.

Beneath questions 21 and 22 space was allotted for each individual to give reasons why he or she answered negatively or positively. The responses have been summarized for each center and placed in Appendix C. The vast majority or the comments are positive even in the centers where it has been indicated that many of the visitors have not been influenced to change either their classroom behavior or their curriculum. The reason for this is that those visitors who did answer "no" did not write in a reason for their answer.

The comments seem to indicate that many of the visitors who do show negative reaction to the programs are the types of persons who could have been screened out prior to the visit because their particular field or grade level was not applicable to the classes being demonstrated. One EMH teacher said the Elk Grove center could not offer her anything. Many of the visitors to the Chicago centers said that their grade level of teaching and class size was too different from that of the classes being demonstrated for there to be any carry-over.

Although the centers may be under state pressure to produce numbers of visitors, a sensible approach would be to disseminate the demonstration activities as widely as possible, to screen out the obvious misfits who apply, to inform each visitor who remains on the waiting list (and not just the reimbursement director who is sending them) about what will be demonstrated and determine if that person should be screened out, and then present a quality demonstration to someone who has the potential to be interested and to be affected. At least from the responses of those who answered "no" to questions 21 and 22, it seems obvious that a more rigorous screening procedure would have eliminated "deadwood" for the center to service.

The visitors who answered "yes" to these questions were genuinely impressed with the classes observed at the centers and had consistently high praise for the demonstration teachers. Many stated they had learned new approaches, gathered ideas and discovered materials which they wanted to immediately incorporate into their classrooms. However, many of the comments indicated that these classroom innovations are inclined to just be imitations of the observed activities.

Other comments did state that the visiting teachers could now see how more freedom for the child in the classroom, even with the resulting increase in noise, was a better method of teaching since it opened horizons for creativity that hitherto had been closed. Out of hundreds of comments, only one Chicago teacher was negative about expansion of classroom freedom for students and a student-centered rather than a teacher-centered classroom atmosphere.

XIII. WHAT IS THE COMMITMENT OF THE VISITORS TO THE DEMONSTRATION ACTIVITIES?

The visitors do not see themselves committed to the activities as demonstrated as much as they see themselves committed ideally to the educational philosophy behind the demonstration activities.

At the end of the semantic differential are two questions which ask the visitor to rate his degree of commitment to the activities as they were demonstrated and then rate them as he might ideally use them. The same 1 to 7 scale values were used.

In order for a center to score well on these items at least 66% of the resonees have to mark either the 6 or 7 point on the scale. Although no center's mean score was in the area of negative reaction, many centers failed to affect 2/3 of its visitors on these items. What is more interesting is that many more visitors would commit themselves ideally to the activities demonstrated than they would commit themselves to the activities as they were actually demonstrated.

For example, only 8 (30%) out of 21 centers, Bryn Mawr, Carver, Charleston, Edwardsville, Evanston, Marion, Skokie, and Urbana centers strongly affected its visitors to commit themselves to the activities as they were demonstrated. On the other hand, 17 (81%) of the centers were seen by the visitors as demonstrating activities as they themselves might ideally use them in their own schools.

The table below shows that for all centers except Carver, the scores increase from the scores received on activities as demonstrated compared to activities as ideal concepts. The range in difference is from one percentage point (Edwardsville 71-72) to 32 percentage points (DeKalb 47-79). The 11% average difference between the two questions seems to indicate that generally the centers are demonstrating very appealing programs but not implemented as well as the visitors believe they could be.

TABLE 17 COMPARATIVE COMMITMENT TO ACTIVITIES AS DEMONSTRATED AND AS THEY IDEALLY MIGHT BE USED

% of strength in Scale Values 6 and 7

	BE	BO	BM	CA	CM	CL	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	OF	SH	SK	UR
Commitment as demonstrated	34	44	79	69	48	71	60	47	71	57	79	64	59	59	66	52	61	61	55	88	73
Commitment as activities would ideally be used	52	67	82	69	59	78	77	79	72	75	85	80	67	78	72	65	70	70	64	92	80

These last two items at the end of the semantic differential are highly correlated with each other; those visitors who are committed to the activities as demonstrated are also ideally committed to the activities and of course the converse is true. Also, the item or commitment as demonstrated, is highly correlated (at the .01 level) with factors I and II of the semantic differential. This high relationship would indicate that visitors (teachers and administrators) react favorably to demonstration activities from an emotional viewpoint (Factor I Motivation) and from an intellectual viewpoint (Factor II Subject Matter). Therefore, if the centers present an appealing demonstration they will induce commitment by their visitors if they can also intellectually convince them of the academic benefits that would accrue.

TABLE 18 INDICATION OF STRENGTH TOWARD CHANGE AND COMMITMENT

CENTERS	21 CLASSROOM BEHAVIOR CHANGE	22 CLASS OR SCHOOL CURRICULUM CHANGE	(53)* COMMITMENT AS DEMONSTRATED	(54)* IDEAL COMMITMENT
Belding				
Bowen				X
Bryn Mawr		X	X	X
Carver	X	X	X	X
Champaign	X			
Charleston	X		X	X
Decatur				X
DeKalb				X
Edwardsville	X	X	X	X
Elk Grove				X
Evanston			X	X
Evergreen Park	X	X		X
Freeport	X	X		X
Lockport	X			X
Marion	X		X	X
Oak Lawn	X			
Oak Park	X			X
Park Forest	X			X
Signal Hill	X			
Skokie	X		X	X
Urbana	X	X	X	X

Each X signifies that at least 2/3 of the visitors indicated change (21, 22) or commitment (53, 54).
*These two items appeared on the end of the semantic differential.

XIV. WHAT ARE THE SERVICES OFFERED BY THE CENTERS? (Question 18)

It is possible that some centers may give detailed information and individual help to their visitors later through follow-up procedures. This help could range from personal appearance by the director or demonstration teachers at in-service sessions for the visitors' school to individual assistance with the set-up of student selection procedures for teachers.

Question 18 looks at the type and quantity of services offered by the centers along with the interest of the visitors toward various forms of assistance since it asks the visitors what the director offered them and what they requested from the director. During the following analysis it should be kept in mind that the post-visit questionnaire will illustrate how well the centers actually follow up the visitors' requests and their own offers of assistance.

There are two different ways of looking at Question 18. We will first glance at the possible choices and the general emphasis placed on them by teachers and administrators in the following table. Then each center's position and performance in offering and receiving requests will be looked at individually.

TABLE 19 SERVICES OF DEMONSTRATION CENTERS

REQUESTED BY VISITORS			OFFERED BY CENTER PERSONNEL			
TEA* +	ADM* =	ALL CTRS	TEA +	ADM =	ALL CTRS	
67	13	80	187	39	226	To send any requested materials.
31	8	39	121	28	149	To make a presentation at a local meeting.
43	14	57	131	31	162	To assist in in-service training sessions.
24	10	34	134	29	163	To help deal with the problems of a new program.
8	2	10	66	16	82	To assist with student selection procedures.
15	5	20	70	14	84	To help develop lesson plans for a program.
17	6	23	95	20	115	To assist in curriculum development.
10	0	10	26	6	32	Other (less than 5% of responses fall here).
215	58	273	830	183	1013	Totals

* Visiting Teachers (N=600)
** Visiting Administrators (N=91)

One may note that proportionally administrators make more requests than teachers (91 administrators made 58 requests while 600 teachers made only 215 requests). Administrators also were offered follow-up services 62% more times than teachers. (Services offered 183 times to 91 administrators but only 830 times to 600 teachers.) It may be that administrators have a better idea of the centers' programs before the visit or they may have more concrete objectives in mind prior to the visit. In either case, although administrators make up only 13% of the visitors during this time period, they seem to be far more aggressive than teachers in requesting services and in being offered services. It will be interesting to discover from the post-visit questionnaires whether or not administrators also become more intimately involved with educational change (proportionately) than teachers.

One puzzling aspect of the picture provided by Table 19 is the fact that there were only one-fourth as many requests as there were offerings by the centers. One fact not shown in the table is that only one visitor in five actually requested services. (Because sometimes several services were requested by one person, a total of 273 requests occurred.) It seems that many directors "sell" their goods quite well by offering many forms of aid to their visitors, while many visitors may be hesitant to ask for assistance until a later time when they have digested the day's proceedings. Previous data indicates that this may also be caused by the lack of basic information which may be necessary for visitors to be encouraged to ask for assistance.

A look at the totals in Table 19 for all centers combined indicates that there is close agreement on the first four items as those which seem to be offered most are also most in demand. The sending of materials is extremely important. Visitors would also like to have directors make presentations, and the directors seem quite willing to do so. Visitors, especially the administrators are anxious for the director's help in in-service training sessions; and the directors and visitors seem to agree that help is needed to deal with the problems of starting a new program.

However, there is a drastic cut in the amount of aid offered with regard to student selection procedures, development of lesson plans, and assistance in curriculum development. Perhaps these areas are too specific for most visitors to deal with while they are at the center or they may be too specific for the director to knowledgeably handle.

There are no norms established for determining what is "good" or "bad" with regard to the number of offerings or requests that should be made at a center. Since the number of returned valid questionnaires ranged from 15 to 47 from each center, a simple tally would not be a valid measure. Therefore, some simple statistics were called for in order to demonstrate how the centers compare.

By dividing the total number of requests by the number of valid questionnaires, and the total number of items offered by the number of valid questionnaires, two factors were produced. By multiplying these factors by the total number of questionnaires sent in by each center, an expected number is produced for each center. By dividing the actual number by the expected number, a percentage is reached which accurately compares the results from a particular center to the norm established by the total results of all the centers. (See Table 20)

TABLE 20 CENTER BY CENTER COMPARISON OF SERVICES REQUESTED AND OFFERED

Sum of Responses for All Centers for "Requested" = 273
Sum of Responses for All Center for "Offered" = 1053

273/691 = .40 (Request Factor Number) Rounded Off
1053/691 = 1.5 (Offering Factor Number)

Divide R (actual) by R' (expected) to obtain comparable percentages of services requested.
Divide 0 (offered) by 0' (expected to obtain comparable percentages of services offered.

	ACTUAL		EXPECTED		RESULTING %	
	R	0	R'	0'	R/R' Requested	0/0' Offered
BE (35)	6	12	14	53	43%	23%
BO (34)	21	119	14	51	150%	233%
BM (19)	11	13	8	29	138%	45%
CA (29)	17	48	12	44	142%	109%
CM (34)	6	40	14	51	43%	78%
CL (18)	1	35	7	27	14%	130%
DR (50)	35	87	20	75	175%	117%
DK (24)	13	33	10	36	130%	92%
ED (29)	14	40	12	44	117%	91%
EG (49)	22	31	18	68	122%	46%
EV (18)	3	13	6	27	70%	48%
EP (26)	7	109	10	39	70%	305%
FR (47)	19	102	19	71	100%	96%
LO (42)	24	56	17	63	141%	89%
MA (34)	14	49	14	51	100%	96%
OL (23)	0	26	9	35	0%	74%
OP (47)	12	15	17	71	71%	21%
PF (37)	14	19	15	56	93%	34%
SH (34)	21	90	14	51	150%	176%
SK (25)	5	31	10	38	50%	82%
UR (41)	8	72	16	62	50%	116%

Numbers in () next to the center's code signify the number of valid returned questionnaires we have from that center. Key for center's code is on page 4.

The range in the last two columns is quite interesting. No visitor requested anything from Oak Lawn, except perhaps more coffee, while the visitors seemed very interested in Decatur--if indeed requests are a true indicator of interest. It is difficult to see a pattern of responses in the columns--centers such as Bryn Mawr and Elk Grove receive a high number of requests but do not seem to go out of their way to offer future assistance to their visitors while Charleston and Urbana seem to be just the opposite type of case. Evergreen Park offers three times as many services to visitors as the average center while Belding and Oak Park only offer from 1/5 to 1/4 as many services. Until more information is gathered and analyzed, the above two tables mainly stand as indicators to the directors illustrating what the visitors perceive as being offered to them and what the visitors are requesting.

The data strongly show at the .01 level of significance that centers offer information particularily to those visitors who come from schools which have activities different from those activities demonstrated by the centers. It seems feasible that these visitors would be ones who would ask more questions about the activities and who would consequently be offered services by the directors. The conflicting data which interrupts this line of thought is that there is no relationship between this same group of visitors and those who request service from the center. In addition, the variable of "services requested" correlates with no other factor or item on the questionnaire. This condition, along with the fact that there is such a small number of requests, may indicate that the visitors do not perceive the centers as sources for service. This may largely reflect a predisposition of the visitor before he goes to the center that the visit is really a "one day shot" and that he can expect little else. But even if this is not the case, the centers do not seem to have been vigorously attempting to project an image of "service" to their visitors.

XV. QUESTIONS STILL TO BE ANSWERED.

The information contained in this booklet gives us the context of the day's observation from the visitors' viewpoint and his predisposition toward change and toward commitment. However, the main question is still "What do these demonstration center visitors accomplish when they return to their own schools?" Only when the post-visit data has been analyzed will this question be answered. The present information has supplied indicators but the relative value of these predictors will have to be determined.

The second main question is "How much and what kind of follow-up service is requested and received by the visitors?" In other words, do the centers offer just one day awareness program or do they become effective change agents by becoming actively involved in the "system" of the client by helping the teachers in their own classrooms?

Both above questions (along with other important questions such as why certain activities are accepted and others rejected) will be answered in the following booklet when the results of over 1,000 post-visit questionnaires are analyzed and reported.

APPENDICES

APPENDIX A

RATIONALE FOR THE VISITOR QUESTIONNAIRE

A questionnaire to be filled out by visitors while they are at a demonstration center is hardly a new concept. All centers have their individual forms tailored to their own programs and presentations. "Through a visitor questionnaire, it is possible to discover a visitor's immediate reactions to the center in terms of how well he is aware of the programs and if he is leaning toward acceptance."[1]

It would have been possible to just look at the summary of the results of the local centers to find out the above information. But again the diversity of the presentations and programs along with the centers' different questionnaires would make comparisons impossible. A questionnaire was then developed which would be general enough to be applicable to all the demonstration centers.

The Clark-Guba classification scheme of processes related to and necessary for change in education served as the basis for the observation schedule[2] but only as part of the rationale underlying the visitor questionnaire. The reason for this is that there is a sudden shift in viewpoint in the instrument. A portion of it is similar to the rating scale in that it is concerned with the change agent's (Demonstration Centers) accomplishment of its objectives. However, the remainder is related to the client (visitor) himself: the characteristics of his school and especially his perception of the demonstration center.

The observation schedule and the portion of the visitor questionnaire which is related to the Clark-Guba model are specifically correlated with the diffusion section of the change model (see Figure 5). The two subsections under diffusion in the change model are dissemination and demonstration. In figure 5 the criteria which are relevant to the study (intelligibility, credibility, etc.) are listed under the two subsections along with the corresponding question numbers and a brief summary of what those questions ask. The criterion of credibility seems to be especially important since the results of these questions indicate how realistic the demonstration centers programs are in the eyes of their visitors.

The other half of the questionnaire is concerned mainly with the attitudes, opinions and values of the visitor as he evaluates the activities he has seen during the day; secondarily, we find out about some of the characteristics of his school as compared to that of the demonstration school. We have approached the problem of exploring the attitudes of visitors, as they assess the centers' programs in light of their own value orientations, with two types of questions.

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* See Appendix B for sampling procedures.

** See Appendix D for a copy of the final form.

[1] Ernest R. House, Thomas Kerins, Stephen Lapan, Joseph M. Steele, Appendices, June, 1969, p. 6.

[2] Ernest R. House, Thomas Kerins, Stephen Lapan, Joseph M. Steele, The Visibility and Clarity of Demonstration Centers, May, 1969, p. 5.

The first type is the straightforward question: questions 19 and 20 generally ascertain the visitors' reaction to the center while questions 21 and 22 begin the initial probe into the visitors' future potential implementation of the demonstrated activities by asking about the visitors intentions toward change in their teaching behavior or classroom curriculum. The second type of question is more indirect since it is in the form of a seven point scale called a semantic differential.

As Osgood describes it, a semantic differential ". . . is a very general way of getting at a certain type of information."[4] In this case, the visitors are asked to rate the activities they observed at a demonstration center in terms of thirty bipolar scales of value. The adjectives which constitute the pole for this scale were developed, field-tested and factor analyzed by Dr. Thomas Maguire for his dissertation at the University of Illinois in 1967.[5]

Although Dr. Maguire was rating teacher objectives and not demonstration center activities in his dissertation, we felt it was legitimate to use the same identical bipolar scales since "There are no standard concepts and no standard scales; rather the concepts and scales used in a particular study depend upon the purposes of the research."[6] The comparability, however, between the two ". . . lies in the allocation of concepts to a common semantic space defined by a common set of general factors, despite variability in the particular concepts and scales employed."[7] By examining the responses of the visitors across centers, it may be possible to determine if centers in general are perceived as representing similar values; and, if there are differences, what are the distinguishing value orientations among the centers. Finally, the visitors' ratings will be grouped by value profiles to determine whether later change is related to value orientations as identified by the semantic differential.

After Maguire's semantic differential we have placed two questions which are patterned after the semantic format. The visitors have the opportunity to rate their own attitude of commitment to the centers' activities as demonstrated and, secondly, their commitment to the activities as they would ideally use them in their own school. These two questions along with items 21 and 22 would seem to be the visitor questionnaire's main criterion items in determinig whether or not the centers in general, and which centers in particular, are demonstrating their activities to the visitors who will accept them and later, possibly, implement them.

The importance of these four questions is illustrated by their position in the total design of the questionnaire in Figure 5. These four items reflect the attitudes of the visitors which have been formed by three measurable sources: the informal ability of the centers, the convincing ability of the centers, and the characteristics of the visitors schools.

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[4] Charles E. Osgood, George J. Suci, Percy H. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois Press, 1967), p. 60.

[5] Thomas O. Maguire, Value Components of Teachers' Judgments of Educational Objectives (Urbana: University of Illinois Press, 1967), p. 60.

[6] Osgood, Suci, Tannenbaum, op. cit., p. 76.

[7] Ibid.

In summary, one has to keep in mind that this questionnaire is only the link between the observation schedule and the post-visit questionnaire. The first instrument has given us some knowledge as to what is occurring in the centers and this questionnaire has given us insight into the feelings of the visitors while they are at the center. The crucial test for the centers will be the results of the post-visit questionnaire.

We have hypothesized that the first two instruments contain several sets of indicators which should predict that certain centers will be more effective than others because of what they demonstrate and how they present their activities to the visitors. However, this assumes a rational model of judgment on the part of the visitors which may not be there. Whether this is the case or not, the combination of the data from the three instruments will illustrate the centers which really activate and motivate people to positive action in their own schools and why.

FIGURE 5

OVERALL QUESTIONNAIRE DESIGN

DIFFUSION

A) DISSEMINATION OBJECTIVES

TO INFORM

1. INTELLIGIBILITY (4, 9, 10)* How well do the centers inform their visitors? How well are the visitors informed about the class proceedings? Are the visitors informed about the cost of necessary materials, equipment, or training and secondarily how to obtain them?

2. INTELLIGIBILITY (18) What are the services and information offered by the centers? What type of information do visitors request?

3. PERVASIVENESS (Activity list on page two of the questionnaire) What activities do the visitors see at the centers: What activities are demonstrated most in the centers?

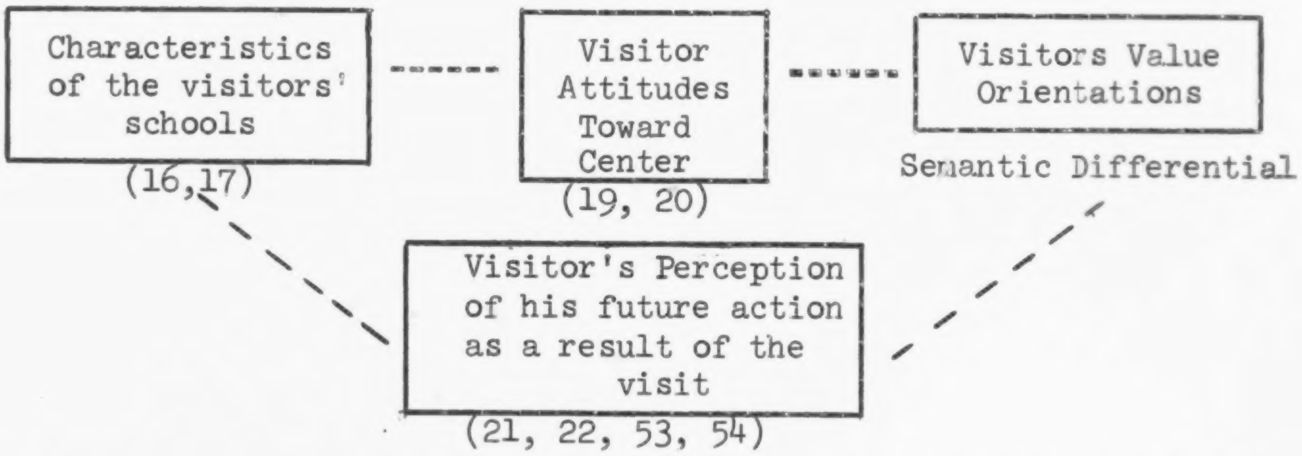
B) DEMONSTRATION OBJECTIVES (LEGITIMIZATION)

TO BUILD CONVICTION

1. CONVENIENCE (1, 2, 5, 8) How satisfactory is the classroom environment for observation? Can the visitors see and hear easily? Are the children bothered by visitors? Is the atmosphere enthusiastic?

2. CREDIBILITY (3, 11,12,13,14,15) How realistic and practical are the demonstrated activities to the visitors? Are the activities relevant to the visitors' needs? Do they have the personnel space, facilities, and money to import the activities of the visiting school district easily? Are the activities being demonstrated for academically talented students?

3. EVIDENTIAL ASSESSMENT (6, 7) How much communication is there between demonstrations teachers and students with visitors? Is this communication or lack of it influential in the visitors' assessment of the demonstration programs?


Characteristics of the visitors' schools
(16,17)
Visitor Attitudes Toward Center
(19, 20)
Visitors Value Orientations
Semantic Differential
Visitor's Perception of his future action as a result of the visit
(21, 22, 53, 54)

*All numbers in parenthesis in the above diagram refer to questionnaire item numbers.

APPENDIX B

VISITOR QUESTIONNAIRE DEVELOPMENT

History of Questionnaire.

When the observation schedule[1] was in its initial stages of development, it included one section entitled "Reaction of Visitors." In this section it was intended that our professional observers would record and rate the attitudes of the regular visitors to the demonstration center. Examples of these questions were:

1. What would you say is the visitors' general reaction to the program?

   positive 1 / 2 / 3 / 4 / 5 negative

2. Which part of the program did the visitors seem most positive about?
3. Which part of the program did the visitors seem most negative about?

Two considerations finally determined that an analysis of visitor reactions should be dealt with by a separate instrument. First, as has been mentioned in a previous work,[2] one of our staff members checked the feasibility of the untried observation schedule by visiting several centers. In this trial it became apparent that it was impossible for our observers to use the observation schedule to record their ratings of the center and also to attempt an unobtrusive interpretation of the attitudes and opinions of the regular visitors.

The second consideration was our desire to have more feedback from visitors than it would be possible to collect from the few visitors present (average of five) while our observers were at a center. These two developments dictated the construction of a new instrument.

The history of this questionnaire seems to show that for the most part the questions stayed the same, only the categories and the question sequence changed. The original category system of "yes-no" to most of the questions was not giving the respondents a chance to be discriminating in their responses. Since in most of the centers several classes in different schools are demonstrated for observers, a closed category system would be unfair to the demonstration center and the respondents. Therefore, the category system on the first page ranges in quantity from "most of the time" to "seldom," while the one of the next page ranges from "for all activities observed" to "for none of the activities observed."

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[1] Ernest R. House, Thomas Kerins, Stephen Lapan, Joe M. Steele, The Visibility and Clarity of Demonstrations, May, 1969, p. 5.

[2] Appendices of the Visibility and Clarity of Demonstrations, p. 9.

The questions sequence was changed so that the easiest questions, the visitors' observations about the class, were placed first. Quite early on the second page the questions begin to change from inquiries about he center to interpretation items as the visitor decides whether or not the activities he has observed (and listed at the top of the page) are realistic to him. The remaining three pages are exercises in exorsizing and dissecting the attitudes and opinions of the visitors about the various activities they have observed.

FIELD TEST

The first time the questionnaire could be field tested in realistic conditions came while the rating scale was being field tested at various demonstration centers. In fact, one of the conditions established before our trained observers went to a center to field test the rating scale was that there had to be regular public school visitors observing that day. This was done in order to insure that the presentation by the director and the teachers would be normal and also so that the visitor questionnaire could be adequately tested.

The main change in the questionnaire was the elimination of one item in which the visitors were requested to list the individual classes visited, the goals of each class and how well these goals were accomplished. It was soon obvious that we were not receiving meaningful data; the respondents continually expressed themselves in terms of activities and not goals or objectives. Even a simplified version of the item proved unsuccessful and it was dropped. However, one item was left in which the visitor checks off the activities observed; this list was compiled from the written information and brochures distributed by the centers.

Altogether over forty questionnaires were completed at the seven centers that were observed during the time range set aside for the field test. For the last three field tests the only change occurred in the expansion of information requested about the visitor's home location. This became necessary when it was decided we needed more accurate and complete information to follow up each person who filled out a visitor questionnaire with a post-visit questionnaire.

VISITOR SAMPLE USED IN OUR STUDY

As has been mentioned previously, it seemed quite obvious that we would not be able to gather a significant quantity of data if we only had questionnaires distributed by our observers while they were at a center. Since each team of our observers would visit each center only once, we would have an extremely limited indication of the viewpoint of the visitors to the centers.

Therefore, it was decided that there had to be another method of distribution along with that of using our observers. The most practical method seemed to be to have the centers themselves administer the questionnaires. Of course, the first reaction to this procedure by many evaluators and research purists is that the information could be contaminated by the different ways of administering the questionnaires and by the fact that the group being evaluated was administering their own evaluation instruments. This charge is quite legitimate and the following paragraphs describe the possible contaminents involved with this approach along with the steps we took to minimize their potency, and are no reflections on the centers or the character of the directors.

LETTER TO DEMONSTRATION CENTER DIRECTORS

The idea of them administering one of our instruments was presented to all the demonstration center directors at one of their monthly meetings. They all agreed to cooperate and we consequently sent them a list of instructions and procedures to follow when they administered the instrument during the month of February,* 1969.**

January 21, 1969

To: Demonstration Center Directors

Subject: Administration of the Visitor Questionnaire

To be administered by you to all adults (with some exceptions, e.g., parents, board members, college students, and professors) visiting your center during the entire month of February, 1969.

Timing: The questionnaire should be given at the very end of the visitor's day. It probably will take the visitor no more than 20 minutes to complete.

Administering: In order that at least minimal standardization can be obtained, each director is urged to give the following introduction about the questionnaire:

1. WE WOULD LIKE TO HAVE YOU COMPLETE THIS QUESTIONNAIRE, WHICH IS BEING ADMINISTERED TO VISITORS DURING THE MONTH OF FEBRUARY AS A PART OF A STUDY BEING CONDUCTED BY THE STATE OF ILLINOIS.
2. SINCE THIS STUDY IS, IN PART, AN EXAMINATION OF MY CENTER, I WILL NOT BE ALLOWED TO AID YOU IN COMPLETING THIS QUESTIONNAIRE.
3. IF YOU HAVE SOME DIFFICULTY, PLEASE RESPOND IN THE BEST WAY THAT YOU CAN.
4. YOUR HONEST, INDIVIDUAL REACTIONS TO WHAT YOU HAVE EXPERIENCED TODAY WILL BE MOST IMPORTANT IN COMPLETING THIS STUDY.
5. I WOULD LIKE TO CALL YOUR ATTENTION TO PAGE 4.
6. WHEN YOU REACH IT, PLEASE READ THE INSTRUCTIONS CAREFULLY, AND THEN PROCEED THROUGH THE LAST 2 PAGES OF THE QUESTIONNAIRE QUICKLY.
7. IT IS IMPORTANT THAT YOU DO NOT PONDER LONG ON THESE LAST TWO PAGES.
8. IF THERE ARE NO QUESTIONS, YOU MAY BEGIN. (YOU MAY WANT TO INDICATE THAT THEY CAN LEAVE ONCE THEY HAVE FINISHED, AND TELL THEM WHERE TO LAY THE QUESTIONNAIRES.)

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* February was chosen because it was the first full month after the completion of the observation schedules; collection at this time also allowed us the minimum amount of time before a post-visit questionnaire could be sent.

** Each director was also phoned and given direction for administration verbally. This was done to improve communication.

9. NOTE: PLEASE CHECK THAT THE NAME, ADDRESS, AND POSITION BLANKS ARE FILLED IN ADEQUATELY BEFORE THE VISITORS LEAVE THE CENTER.

   Your Instruments: You may have feedback instruments which you normally administer at the end of the visitation. It is quite acceptable that you administer such instruments as long as our questionnaire is given to the visitor first. You may have better results if you have your visitors take your questionnaire home and have them mail it to you. (Please remember, our questionnaire must be completed at your center.)

   Returning Questionnaires: At the end of your last visiting day in the month of February, package all of the questionnaires and send them to us immediately.

Hopefully, the above instructions would be followed by all 21 centers. Our main intention was that the visitors would realize that they were responding to a different evaluation body than the centers. In this way we hoped to obtain as honest a response as possible. We also asked the directors not to look at the questionnaires until the month was over so that their presentations would not be slanted toward the items in the questionnaire.

We assume that these procedures were followed; however, if they were not we had several ways of checking this. First, we can compare the responses made by the visitors at the center while our observers were present--months before the directors had their first opportunity to look at the questionnaire. Secondly, the most important instrument in the study is the post-visit questionnaire which was mailed out to all the individuals who filled out a visitor form and also to a large selected sample of visitors over the last two year period including all the visitors from the month of January, 1969. This questionnaire was accompanied by a form letter which identified our organization as an evaluation arm of the state and not at all connected with an individual demonstration center. The responses on this later form should especially point out any discrepancies between past behavior and the behavior of the center staff during the month they administered the visitor questionnaire. Finally, the names on the questionnaires were compared to those on the list of visitors sent to the state department so that we could insure the fact that both lists correspond and that all qualified visitors had received a questionnaire.

During January each director estimated the number of visitors he expected to have during the month of February. Since each visitor signs up ahead of time, usually at least one month in advance, we expected a close estimate. Although we desired at least 25 to 30 questionnaires from each center so that we would have comparable figures, past visitor lists indicated a wide range of visitors could be expected. The month of February proved to be typical since some centers easily had over 40 visitors while others could produce only seven. Other centers which had estimated as high as 70 visitors for the month only had 15.

This inconsistency forced us to extend our time limit through part of March so those centers could keep their excess questionnaires until they had approximately the number of completed forms. Eventually only in three cases did the number of visitor questionnaires remain below 20. We could not extend the time for these centers because of our self-imposed time schedule set-up for release of the post-visit questionnaire. This would not allow forms to be accepted after a certain date in March.

A total of 96 questionnaires were administered by our observers while they were at a center--79 to teachers and 17 to administrators. During the director administration of the forms, 521 teacher and 74 administrator questionnaires were completed and returned to us. Along with these forms came several which could not be counted; the vast majority of these forms belong to college students and their professors. The fact that this group and others, such as parents, were left out of the findings is simply an indication that our study is dealing only with the theoretical target population of the centers--public school personnel--and does not reflect a judgment for or against the importance of various groups.

CODING

Each completed visitor questionnaire received a code when it was returned to us. The importance and various intricacies of the code will be explained in detail in the next booklet since a great deal of it is concerned with the analysis of the post-visit questionnaire. However, for now it is sufficient to note that each person received a ten digit code. The first digit explains if a person filled out a visitor questionnaire and if he did . . . when it was. The next two digits stand for the code letters assigned to the centers for quick center by center calculations. The next two signify the time that these persons will receive a post-visit questionnaire; this number depends upon two variables: their date of visit to a center and their position--teacher or administrator. The next space is set aside for distinction between administrators and teachers with the following numbers signifying the distinction within the two categories:

T1...Classroom teachers
T2...Demonstration teachers
T3...Librarians
T4...Specialists, i.e., Reading; Consultants
T5...Department Chairman
T6...Teacher Aides

A1...Superintendents
A2...Assistant Superintendents
A3...Principals
A4...Assistant Principals
A5...Curriculum Directors, Special Ed. Adm.; Director of Long Range Planning
A6...Coordinators, i.e., Subject Coordinators, Supervisor
A7...Reimbursement Directors
A8...Counselors and Psychologists

The final three spaces are left for the individual's code number . . . 001 to 999. The numbering starts over again for each center and within the centers for teachers and administrators so that an accurate account is always available. The purpose of this coding is to provide as many potential subgroups as possible for as much statistical analysis as will be needed to find meaningful relationships among the myriad of variables available.

APPENDIX C

SUBJECTIVE COMMENTS FROM VISITORS ABOUT DEMONSTRATION CENTERS

SUMMARY OF COMMENTS FOR ITEM 21

21) For Teachers: As a result of today's visit to this center, do you think that your own classroom behavior, the way you now teach, will be changed at all? Yes ______ No ______ Please explain your choice...

BE: The reactions to item 21 by teachers seems to indicate that many of the visitors regarded the Belding center as artificial since the demonstration takes place in an atmosphere which seems to differ from the typical Chicago school. The most notable reaction was that 14 is not the realistic class size for the typical Chicago classroom. Other teachers stated that the situation in their classroom would not allow for treatment of the gifted.

Others did say, however, that they learned some motivation techniques and were made aware of presenting material in different ways. Some teachers interpreted the observed classroom as one having too much permissiveness while others viewed it as freedom for the children to express themselves.

BO: The visitors to Bowen did not like to be lectured at by the director or teachers, and many did not see anything new or different. However, there were others who were very impressed with the observed methodology and intended to use more non-directive methods, role playing inductive teaching, and generally a more student-centered approach.

BM: Many of the visitors indicated that they already had the training and indeed had been doing what was demonstrated here. Some phrased this by saying that they were happy to see similar techniques and had been reinforced in their attitudes. Others, however, said they would try more discussion to lead children to see reasons behind events and would strive to give more individual aid to students.

CA: Many visitors felt that they could also change--for the better--their classroom if they had the same materials the Carver center had. The teachers state that they are going to work harder to improve the self concept of each child and to be more conscious of individualized instruction. Each child should have freedom to develop creative and independent thought.

CM: All the comments about the observed demonstrations at Champaign were positive. Teachers said they would do less talking and urge more independent and creative thinking. Many teachers said they felt they could alter their approach to their classes after seeing the demonstrations. Several said they received several ideas about new materials and how to use them. One quote: "The challenge to unchain myself from the textbook was renewed and perhaps I can recognize what I fearfully suppose is my stereotyped method of teaching."

CL: A few teachers here saw their own behavior mirrored in the demonstrations and said they had been reinforced. Others said they had observed several new methods which they would attempt to use in their classroom such as role playing of famous thinkers and their ideas along with inductive teaching of language. The English demonstration must have been particularly impressive since several favorable comments concerned changes that would occur in teaching of English back at the visitors' schools. Finally, teachers said they would encourage more small group work and independent study, attempt to teach more inductively, and incline to consider using other teachers more for participation and as resource personnel.

DR: The teachers who were unfavorable to Decatur were so because they viewed the demonstration as a project which must be school-wide to be effective, and until that is the case there is very little they can do. The teachers who seemed enthusiastic about the program viewed the center more as one which demonstrated letting students go at their own pace, more student freedom, individual study groups, individualized biology, less emphasis on subject matter, inductive teaching.

DK: The DeKalb center seems to have influenced visitors to have more individualized instruction and student seminars. The teachers at DeKalb have given the visitors many ideas for use in their own programs, but the main feature seems to be that they work flexibly with students while the visitors come from schools where the atmosphere is highly formal.

ED: The visitors to Edwardsville have learned more ideas on how to present material. They intend to use less Regimentation, more inquiry, creative work, divergent thinking, individualized instruction, and self-evaluation by students.

EG: The visitors here were impressed with individualized instruction and the learning centers. Some view learning centers in the big sense of developing school learning centers while others think of several in one classroom. The teachers believe they will be less restrictive on student movement in the classroom now. Several indicated that the program did not suit their needs, especially the one who indicated that she is an EMH teacher.

EP: The comments here are extremely positive. Most of the teachers state they have picked up new ideas and techniques which will be very helpful to them. Most of the comments center around teachers being more tolerant of creative thinkers and allowing for free-wheeling ideas to come from students. "I will now no longer feel that one person at a time must talk and that much can be accomplished by students arguing at times."

EV: The comments here were evenly split between those who felt that they had been reinforced by their observations and those who were stimulated to try new ideas.

FR: The visitors here have been especially enthusiastic about using independent study and individualized instruction in their own schools. The visitors don't look at the program as having to be school-wide to be effective, and they will start using some of the ideas and techniques demonstrated in particular classes, such as arithmetic.

LO: The key words are particularly "individualized instruction." Teachers now want to do more work in individualizing teaching in all subject areas; teachers have also resolved to allow more free time to fast students along with more personal attention to those having difficulty. One teacher stated that she "believed basically in what these teachers do, but (until today) I did not have very many basic ideas to supplement my belief in teaching in an individualized manner."

MA: Quite a few of the teachers felt that they had used or are still using the techniques observed, but all said that the visit had reinforced their continuance of these techniques. Teaching in small groups was a factor mentioned many times along with teaching more inductively with less drill on basics and more time dealing with abstract ideas. The teacher should not worry about room noise as much as she should be worried about not letting the children have enough freedom.

OL: The visitors here liked the democratic feeling in the classes, the non-authoritative role of the teacher, respect shown for children's opinions, the use of the teacher as a guide and a probe toward development of children's skills.

OP: Teachers at this center were very interested in the materials and stated that they would attempt to shape their classes if they could obtain similar materials. The teachers were impressed with the individualized and inquiry approach, especially in the areas of Science and Social Studies. After seeing the demonstrations, the teachers said that they would try to be more liberal and encourage creativity in all fields, to have less rigidly structured discussions, and to encourage more critical thinking.

PF: After visiting this center, teachers said that they will definitely attempt to have a more flexible and student centered classroom. Creative dramatics in the classroom impressed primary teachers. Many teachers felt that they had learned new methods of presenting activities, but the most impressive comment came from a Language Arts teacher who said that now she could leave her L.A. tests on the shelf most of the time without feeling guilty.

SH: The overwhelming response to this center is that the teachers will change their classroom behavior: they will use a positive approach and keep a positive attitude when dealing with children. Teachers picked up many new ideas and different materials and will attempt as much individualized work now as possible.

SK: Although some teachers feel that lack of facilities will hinder using some of the ideas they picked up at the center, most who replied indicate that they will try to use more rhythmic activity in music class. Here too, the teachers believe that more freedom and less rigid structure in the classroom will be more beneficial to the children.

UR: Teachers here were impressed with IPI system and how it is well organized and seems helpful to the students. Some stressed that they thought they were too limited in their own school to try it while others thought they could adapt some ideas or techniques to individual classes. "I think I will try harder to reach the youngster at his own level."

SUMMARY OF COMMENTS FOR ITEM 22 BY INDIVIDUAL CENTER

22) For Teachers and Administrators: As a result of today's visit to this center, do you think that you will make any changes in the curriculum of your class or school? Yes ______ No ______ Please explain your choice...

BE: In general, visitors indicated either an unsureness about the feasibility of this program or that it was not up to them to decide. A few did indicate they might try some of the ideas.

BO: Reactions are about half positive and half negative to this program. Those who are positive usually indicate an intention to make attempts at changing a particular approach, rather than a curricular alteration. The negative visitors indicated either that the curriculum they use was already superior or that their situation was different from that of the center.

BM: Most visitors indicated that some changes were to be attempted as a result of their visit. These changes ranged from procuring training and instituting a program to applying a more open questioning approach. The only reaction other than the above was that a program dealing with the same content was already in operation at their own school.

CA: Nearly every visitor responded positively to this center by indicating what changes they would institute. Most of these changes were related to the materials they would use and the various groupings they would hope to cluster. Here again, the only other reaction had to do with some visitors already having a similar program underway.

CM: Most of the visitors were vague or non-committal in response to this center. Some said they would like someone else in their district to do the changing or that they would try to a limited extent, but they did not indicate what activity they would try. A few visitors did communicate an interest in starting Junior Great Books. The responses were vague rather than negative.

CL. Reactions were quite mixed with about half of the visitors showing interest in some kind of piloting or experimenting attempt. Others regarded the experience as an initiating one and planned to start something in the future. A few of the visitors either felt they already had an acceptable program in operation or would not be able to get one underway.

DR: Generally, visitors indicated a positive reaction to the center's program as demonstrated, but many doubts were raised regarding adoption. Most visitors seemed to think it was necessary to adopt the entire program and felt it difficult to adopt any particular part of it. Only in a very few cases was curriculum change mentioned since most of the visitors recognized what they observed as an administrative arrangement.

DK: Most reactions to this program centered around positive feeling toward the team teaching aspect of what was demonstrated. Many visitors indicated that they would attempt to try such a plan. Several visitors also planned general changes in speech and humanities courses.

ED: Generally, most of the visitors want to make some curriculum change. These changes varied from the establishment of committees to specific development of open-ended questions for classroom use.

Other reactions indicated a strong need for change, but they seemed unsure as to what specifically to do next. Some visitors indicated a feeling of powerlessness when it came to school curriculum changes.

EG: The visitor reactions to this program were very mixed, with about half of these visitors communicating some positive attempt at curriculum change. The curriculum changes mentioned related specifically to either the wholesale adoption of IPI or to the purchase of specific materials found in the learning centers.

The remaining half of the visitors communicated some form of rejection regarding the demonstrated program. Such rejection was felt in general either because the materials and/or facilities were too expensive or because of financial problems within their own district. Also mentioned were other reasons for nonacceptance such as a lack of power or support in their home district.

EP: Every visitor responding to this center indicated an interest in instituting some part of the program observed here. The largest percentage communicated an interest in initiating a team teaching project of some sort in their schools. Other adoptions considered were the use of the problem solving approach, self-directed learning projects, and an American Studies program.

Some visitors hope, with the aid of their administrators, to redevelop their curriculum in order to implement a program similar to that of Evergreen Park. Different changes and restructurings to promote creativity were also mentioned.

EV: Some intended changes recorded by these visitors included the beginning of a drama club and the initiation of a team teaching effort. Other visitors felt no change would result either because it was not within their power or because it was not feasible financially. In general, the reactions here indicated an overall acceptance by the visitors of what was being demonstrated but some serious questions about implementing it in their own situation.

FR: Most of the visitors indicated an interest in making some changes, but most of the responses were rather vague. Some reported they were going to institute an independent study program while others said they would just like to see some changes.

No specific curriculum changes were identified other than the intent to purchase some materials. Most intended changes were more related to methodologies and administrative arrangements. The visitors reacted favorably to the center's program with these exceptions: it was too expensive, the facilities at Freeport were more elaborate than their own, and that the staff at their own district was too inflexible to accept new ideas.

LO: Individualization was responded to by a high percentage of the visitors to this center. Most were going to try more individualization of students and materials, but a few indicated even a larger change in their programs. Some visitors also reacted positively to the methods used in teaching Social Studies, Language Arts, and Math.

In general, changes of various kinds were anticipated by the visitors, although a few felt that it was either too difficult to change things in their own district or that funds were limited.

MA: Reactions by visitors were highly varied for this center. Two opposing voices emerge: one says there will be some attempt at general change by the visitors; the other that the center would have no effect on what they are doing. Where some change was anticipated by the visitors, it ranged from the beginning of a curriculum study--an attempt at more creative teaching. On the other hand, about half of the visitors stated that either they had no control of curriculum change or that their school was already changing without the aid of this center. A few visitors did communicate a commitment to attend a workshop as a result of the visit.

OL: Very few curriculum changes were anticipated by the visitors at this center, but many methods and approaches were going to be tried. Most of the visitors wanted to change their questioning patterns as well as the freedom allowed in the classroom. Also some visitors were going to let their students work in more depth in particular areas of Social Studies.

OP: The one major reaction by the visitors regarding curriculum change was more use of supplementary material. They were very impressed with the materials used at this center as well as how these materials were used.

A majority of visitors felt limited in what they could do as a result of observing this program. Many mentioned that the cost was a limiting factor, and many others said that they lacked the necessary facilities. In general, the visitors were positive about the program as it was demonstrated but had some misgivings about how it would work in their own setting.

PF: The general response of the visitors indicated they will attempt to try some curriculum revision, but most changes described related to teaching techniques and methods. The few curriculum changes that were reported concerned the possible integration of other disciplines into the visitor's teaching or the attempt at emphasizing a particular aspect of the curriculum already used.

Most expected changes were cited in the areas of grouping, student evaluation, and thinking processes. A significant number of the visitors communicated the inability of their district to implement this center's program because of the lack of facilities, materials, and funds. The fact that some school district's curriculums were already well established was another inhibiting circumstance blocking implementation.

SH: A majority of the visitors to this center reported that they would either add some materials to their program or make a change in the grouping procedure they had been using. Of the curriculum changes anticipated only the use of a different reading readiness book could be specifically identified. The remainder of these changes included more creative games as well as more IPI.

Many visitors identified grouping and instructional procedures they might use. These included the various uses of group size and procedures for rotation of groups. Generally, the reactions were favorable although some visitors indicated that they either did not plan to do anything or that they were already doing some of the same things.

SK: In general, the visitors to this center saw a need for changing the emphasis within their own programs as a result of the visit. Some thought they would stress more creativity while others said they would emphasize rhythm and movement. A significant number also reported that this visit has motivated them to start a gifted program in their district and/or to seek funds for such a program.

UR: Most of the visitors to this center did not see curriculum revision or improvement as something they would engage in as a result of the visit. The only examples of curriculum change suggested were those of obtaining the IPI materials for use and investigating the Junior Great Books Program.

On the other hand, many of the visitors were particularly interested in making changes in the areas of grouping procedures along with some teaching techniques. A few visitors noted that they were not interested in making changes as a result of the visit either because they already were following a particular plan or because it was too late to change current strategies. In general, however, the remarks were of an accepting nature.

APPENDIX D

VISITOR QUESTIONNAIRE

NAME ______________________________ POSITION ____________________

YOUR SCHOOL ____
Name District # Address City Zip

CENTER VISITED ____________________________ DATE VISITED ____________________

DIRECTIONS: Circle the number corresponding to the phrase which most accurately describes your experience today in observing the individual classes which this center demonstrates.

	most of the time	often	some of the time	seldom
1. Were you able to clearly see the class proceedings?	4	3	2	1
2. Were you able to clearly hear the class proceedings?	4	3	2	1
3. Were the classes you saw relevant to your needs?	4	3	2	1
4. Were you given enough information to understand class proceedings?	4	3	2	1
5. Did the children seem to be bothered by your presence?	4	3	2	1
6. Were you given an opportunity to talk with demonstration teachers?	4	3	2	1
7. Were you given an opportunity to talk with the demonstration students?	4	3	2	1
8. Were the teachers and the students enthusiastic?	4	3	2	1

Comments: ____

____

____

____

VQ-1

Demonstration Centers often have more activities than can be viewed during one visit. Please place a check mark by each of the activities you observed at this center.

activities observed

_____ A. I.P.I.
_____ B. dramatics
_____ C. fine arts
_____ D. kinesthetic arts
_____ E. creative writing
_____ F. music instruction
_____ G. pre-school
_____ H. junior great books
_____ I. special curriculum materials (e.g., science, history, humanities, social studies, language arts, English, creative reading)
_____ J. inquiry method
_____ K. independent study
_____ L. large group
_____ M. small group

activities observed

_____ N. individualized instruction
_____ O. seminars
_____ P. inductive teaching
_____ Q. in-service training
_____ R. flexible scheduling
_____ S. culturally disadvantaged
_____ T. gifted child identification
_____ U. learning/resource centers
_____ V. cooperative/team teaching
_____ W. community resource use
_____ X. identifying creativity
_____ Y. productive/critical thinking
_____ Z. other _____________________

____

____

	for all activities observed	for some activities observed	for none of the activities observed
9. Was the cost of necessary materials, eauipment, or taining discussed with you?	3	2	1
10. Were you told how to obtain these materials, eauipment, or training	3	2	1
11. Do you have the personnel in your school (or school district) who would have the desire to implement observed types of activities?	3	2	1
12. Do you have the space and facilities available to use the activities?	3	2	1
13. Do you have or will you be able to acquire enough funds to use the activities?	3	2	1
14. Would you be able to fit these activities into your own school's curriculum or into your classes?	3	2	1
15. Do you think that the activities are appropriate for the gifted or academically talented students in your school?	3	2	1

How would you rate activities in your school with activities demonstrated here?

(CIRCLE A NUMBER)

5 4 3 2 1

different — similar

17. How would you rate the socio-economic level of your school's community as compared with the community of the demonstration center?

(CIRCLE A NUMBER)

5 4 3 2 1

higher — lower

18. If the Demonstration Center has offered you follow up services or if you have requested such services, please indicate this by checking the appropriate line(s).

requested	offered	
______	______	to send any requested materials
______	______	to make a presentation at a local meeting
______	______	to assist in in-service training sessions
______	______	to help you deal with the problems of beginning a new program
______	______	to assist you with student selection procedures for a program
______	______	to help you develop the lesson plans for a program
______	______	to assist in curriculum development
______	______	other ... ______________________________

19. What is your reaction in general toward the demonstration center? (check one)

Positive ______ Negative ______ Neutral ______

20. Did your reaction to the Demonstration Center change noticeably during the day? Yes ______ No ______ If yes, please check the appropriate change:

______ negative to positive
______ positive to negative
______ neutral to positive
______ neutral to negative
______ positive to neutral
______ negative to neutral

If there was a change, why do you think this took place? ______________________

____

____

21. FOR TEACHERS: As a result of today's visit to this center, do you think that your own classroom behavior, the way you now teach, will be changed at all? Yes ______ No ______ Please explain your choice. ______________________

____

____

22. FOR TEACHERS AND ADMINISTRATORS: As a result of today's visit to this center, do you think that you will make any changes in the curriculum of your class or school? Yes ______ No ______ Please explain your choice. ______________________

____

____

VQ-3

The remaining 2 pages of the questionnaire will require only 3-4 minutes to complete after reading the instructions below.

VISITOR RATING OF DEMONSTRATED ACTIVITIES

INSTRUCTIONS: Please rate the demonstration center you have just observed on each of the following scales of value. Work at fairly high speed. It is your first impression, the immediate "feelings" about the items, that are important.

Here is how you are to use these scales:

If you feel that the demonstrated activities are very closely related to one or the other end of the scale, place your check-mark as follows:

useful _x_:___:___:___:___:___:___ useless

or

useful ___:___:___:___:___:___:_x_ useless

If the demonstrated activities are only slightly related check:

useful ___:_x_:___:___:___:___:___ useless

or

useful ___:___:___:___:___:_x_:___ useless

If they are only slightly related to one side as opposed to the other side (but are not really neutral) check:

useful ___:___:_x_:___:___:___:___ useless

or

useful ___:___:___:___:_x_:___:___ useless

If you consider the demonstrated activities to be neutral on the scale, or if the scale seems completely irrelevant, place your check-mark in the middle space.

useful ___:___:___:_x_:___:___:___ useless

IMPORTANT: (1) Be sure you check every scale
(2) Never put more than one check-mark on a single scale

ARE THE DEMONSTRATED ACTIVITIES:

value oriented ___:___:___:___:___:___:___ knowledge oriented
authoritarian ___:___:___:___:___:___:___ democratic
society oriented ___:___:___:___:___:___:___ individual oriented
traditional ___:___:___:___:___:___:___ progressive
topical ___:___:___:___:___:___:___ out of date
practical ___:___:___:___:___:___:___ theoretical
enjoyable ___:___:___:___:___:___:___ boring
socially valuable ___:___:___:___:___:___:___ socially worthless
concrete ___:___:___:___:___:___:___ abstract

transmission of culture ___:___:___:___:___:___:___ life adjustment
not economically feasible ___:___:___:___:___:___:___ economically feasible
not motivating ___:___:___:___:___:___:___ motivating
broad ___:___:___:___:___:___:___ specific
divergent ___:___:___:___:___:___:___ convergent
complex ___:___:___:___:___:___:___ simple
non-humanitarian ___:___:___:___:___:___:___ humanitarian
interesting to all ___:___:___:___:___:___:___ interesting to only a few
appropriate for all ___:___:___:___:___:___:___ appropriate for only a few
not transferable ___:___:___:___:___:___:___ highly transferable
precise ___:___:___:___:___:___:___ vague
easy to teach ___:___:___:___:___:___:___ difficult to teach
difficult to learn ___:___:___:___:___:___:___ easy to learn
difficult to evaluate ___:___:___:___:___:___:___ easy to evaluate
requires reasoning ___:___:___:___:___:___:___ requires rote memory
peripheral to the subject ___:___:___:___:___:___:___ basic to the subject
vocationally worthless ___:___:___:___:___:___:___ vocationally valuable
academically valuable ___:___:___:___:___:___:___ academically worthless
objective ___:___:___:___:___:___:___ subjective
isolated ___:___:___:___:___:___:___ integrative
morally valuable ___:___:___:___:___:___:___ morally worthless

Consider the demonstration center you have just observed in terms of the following scale. Estimate the degree to which you would commit yourself to the pursuit of the activities as they were demonstrated.

________	________	________	________	________	________	________
Would not be committed under any circumstances			Would have slight feelings of commitment			Would be completely committed

Now estimate the degree to which you would commit yourself to the pursuit of these activities as you ideally might use them.

________	________	________	________	________	________	________
Would not be committed under any circumstances			Would have slight feelings of commitment			Would be completely committed

COMMENTS: ____

____

VQ-5
11-12-68

APPENDIX E

QUESTIONNAIRE DATA SUMMARY

EXPLANATION OF SCORING PROCEDURES

It has already been mentioned in the text that the centers were not rated in the sense that they each received scores which would be added to obtain summary scores. However, each center did receive a score on each individual item. What should be emphasized is that the scores are not addable -- to add them would assume that a low score is "bad" and a high score on an item is "good". The high and low have been developed from the considered judgments of the evaluators who constructed the table on the following page. For example, the prejudgment was made that it was better for the visitors to talk with demonstration center teachers than not to talk with them. Each center then received a score on that item which ranged from "++" to "--".

The charts on the following pages illustrate what each center is doing and not doing and whether or not this is in line with the rest of the demonstration centers. A center could receive any one of five possible rankings on each question. With the exception of questions 18 and 19, all rankings are independent of the scores of all other centers and are based solely on the replies of each center's visitors. Because of the nature of these two particular questions, the centers were scored on their rank in comparison to the other centers. There are no norms for comparison on an item such as "services offered" or "requested" so a center must be judged in terms of its peers.

(++) 50% or more of the responses are at the end of the scale judged to be the most favorable, and there is at least 85% of the total response in this category and the adjacent one. Indicates overwhelming positive response.
E.G., 52% ... 36% ... 14%
(++)

(+) 66% or more of the responses are in the two extreme adjacent categories and at least 20% are at the end of the scale judged to be most favorable. This sign is an indicator that the trend of the responses is more positive than neutral.
E.G., 28% ... 56% ... 16%
(+)

(0) Neutral point: When there are only three categories, the result is neutral if 85% or more of the responses are in the middle. If the middle category when added to either adjacent category totals more than 66%, the result is neutral -- but if one of those sums is 85% or higher, then the sign goes in that direction. If at least 75% of the responses are in the middle category, then the lowest score a center can obtain for that item is neutral. Otherwise a center's score could have 75% in the neutral column and 25% in the negative column and misrepresent the vast majority of the reactions. A neutral sign indicates mixed feelings.
E.G., 5% ... 85% ... 10%
17% 65% 18%
9% 75% 16%
46% 15% 39%
(0)

(-) Just as the "+" sign is an indicator, so is the "-" sign. If 66% or more of the responses are in the extreme reversed adjacent categories and at least 20% are in the extreme negative category, a center is given this mark. The sign indicates the direction of the response.
E.G., 18% ... 44% ... 38%
(-)

(--) If 50% or more of the responses are in the reversed extreme category and at least 85% are in the adjacent extreme reversed categories, a center received this mark. By reversed is meant, the opposite of what the center should receive according to present judgments. The sign indicates that visitors are mostly at this end of the scale.
E.G., 11% ... 30% ... 59%
(--)

HOW WOULD ONE INTERPRET A CENTER'S SCORE ON TABLE 21?

Using Park Forest as an example, a center's profile can be interpreted.

Visitors were easily able to hear and see the demonstrations.(1,2)

A majority of the visitors felt that the classes were relevant. (3)

The vast majority of the visitors stated that they had been given enough information to understand the class, that they felt they had not been a disruptive influence, and that they had the opportunity to talk with demonstration teachers. (4,5,6)

The vast majority also said they did not have the opportunity to talk with demonstration students, but that the teachers and students seemed very enthusiastic about the program. (7,8)

A majority of the visitors did not receive information about the cost of the program or how they could obtain the necessary information about equipment, training or materials. (9,10)

Most of the visitors believed that they had the personnel who would like to implement the center's program and many (but not all) of these visitors believed they had the needed space and facilities. (11,12)

However, the opinion was equally divided among the visitors as to whether there would be enough funds available. (13)

A majority did feel that the activities would fit into their school district and almost every visitor believed that the activities were very appropriate for gifted children. (14,15)

The visitors saw that Park Forest's program contained activities that were somewhat different than those used in their own school. (16)

The visitor to Park Forest, on the average, views it to be a socio-economic level similar to his own school's community. (17)

In comparison, Park Forest is about average with regard to the number of requests it receives from centers. However, it is far below the average center with regard to the services it offers to perform for other visitors.

TABLE 21 SUMMARY OF VISITORS' RATINGS OF CENTERS

(Positive Stem of Item Shown. See Visitor Questionnaire in Appendix D for Full Wording of Questions.)

Center	Number of visitors in sample	Able to see class 1	Able to hear class 2	Class relevant to your needs 3	Given enough information about class 4	Children not bothered by visitors 5	Able to talk with teachers 6	Able to talk with students 7	Teachers and students enthusiastic 8	Cost of program explained 9	Obtaining materials explained 10	Personnel available at home school 11
BE	35	++	++	0	++	++	++	++	++	--	--	0
BO	34	++	+	0	++	++	++	++	++	-	0	+
BM	19	++	++	++	++	++	+	0	++	++	+	+
CA	29	++	++	++	++	++	++	0	++	--	+	+
CM	34	++	++	+	++	++	+	0	++	--	0	+
CL	18	++	++	++	++	++	++	0	++	0	+	+
DR	50	++	++	+	++	++	+	0	+	-	-	0
DK	23	++	+	+	++	++	++	-	+	--	-	0
ED	29	++	++	+	++	++	++	-	++	-	+	+
EG	49	++	++	0	++	++	++	+	++	+	+	+
EV	15	++	++	+	+	++	+	--	++	-	+	0
EP	26	++	++	+	++	++	++	++	++	-	+	+
FR	47	++	++	+	++	++	+	++	++	-	-	0
LO	42	++	++	+	++	++	++	++	++	-	+	+
MA	34	++	++	++	++	++	++	++	++	--	--	+
OL	23	++	++	+	++	++	++	++	++	--	-	+
OP	47	++	++	+	++	++	++	+	++	0	0	0
PF	37	++	++	+	++	++	++	--	++	-	-	++
SH	34	++	++	++	++	++	++	0	++	0	++	0
SK	25	++	++	++	++	++	++	-	++	0	++	+
UR	41	++	++	+	++	++	++	++	++	0	++	+
ALL	691	++	++	+	++	++	++	+	++	--	0	+

Key:
++ Indicates overwhelming positive response
+ Indicates response is more positive than neutral
0 Neutral point indicates a mixed response
- Indicates response is more negative than neutral
-- Indicates overwhelming negative response

TABLE 21 (cont.)

Space and facilities available	Funds available	Activities would fit into home school	Activities are appropriate for gifted	Activities different than at home school	Visitor's school higher socio-economically	Follow up services requested *	Follow up services offered*	Positive general reaction to center	Total school personnel (1968-69) observed demonstrations	
12	13	14	15	16	17	18	19	20		Center
-	-	0	+	-	--	--	--	++	200	BE
+	0	+	+	+	--	++	++	++	185	BO
+	0	+	++	-	+	++	--	++	91	BM
+	+	+	++	+	+	++	0	++	121	CA
+	+	+	+	-	-	--	-	++	Inc.	CM
++	+	+	++	0	-	--	+	++	102	CL
0	0	+	++	+	+	++	+	++	465	DR
-	0	0	+	+	--	+	0	++	141	DK
+	0	+	++	+	-	+	0	++	140	ED
0	0	0	+	0	--	+	--	++	392	EG
-	0	+	+	-	0	--	--	++	60	EV
0	0	0	+	++	-	--	++	++	232	EP
0	0	0	+	++	--	0	++	++	182	FR
0	0	+	++	+	0	++	-	++	305	LO
+	+	+	++	+	-	0	0	++	153	MA
+	+	++	++	-	-	--	-	++	105	OL
+	0	0	++	0	-	-	--	++	249	OP
+	0	+	++	+	0	0	-	++	184	PF
0	0	0	+	+	--	++	++	++	187	SH
0	0	+	++	+	-	--	-	++	94	SK
0	0	0	++	++	-	--	+	++	362	UR
+	0	+	++	+	--			++	3950	ALL

*Assuming the average center would score 100%:

++ Indicates the center scored over 130%
+ Indicates the center scored between 110 and 130%
0 Indicates that the center scored between 90 and 110%
- Indicates the center scored between 70 and 90%
-- Indicates that the center scored below 70%

(For a detailed explanation of these percentages, see Table 20)

TABLE 21 cont.

CENTERS	21 CLASSROOM BEHAVIOR CHANGE	22 CLASS OR SCHOOL CURRICULUM CHANGE	(53)* COMMITMENT AS DEMONSTRATED	(54)* IDEAL COMMITMENT
Belding				
Bowen				X
Bryn Mawr		X	X	X
Carver	X	X	X	X
Champaign	X			
Charleston	X		X	X
Decatur				X
DeKalb				X
Edwardsville	X	X	X	X
Elk Grove				X
Evanston			X	X
Evergreen Park	X	X		X
Freeport	X	X		X
Lockport	X			X
Marion	X		X	X
Oak Lawn	X			
Oak Park	X			X
Park Forest	X			X
Signal Hill	X			
Skokie	X		X	X
Urbana	X	X	X	X

Each X signifies that at least 2/3 of the visitors indicated change (21, 22) or commitment (53, 54).

*These two items appeared on the end of the semantic differential.